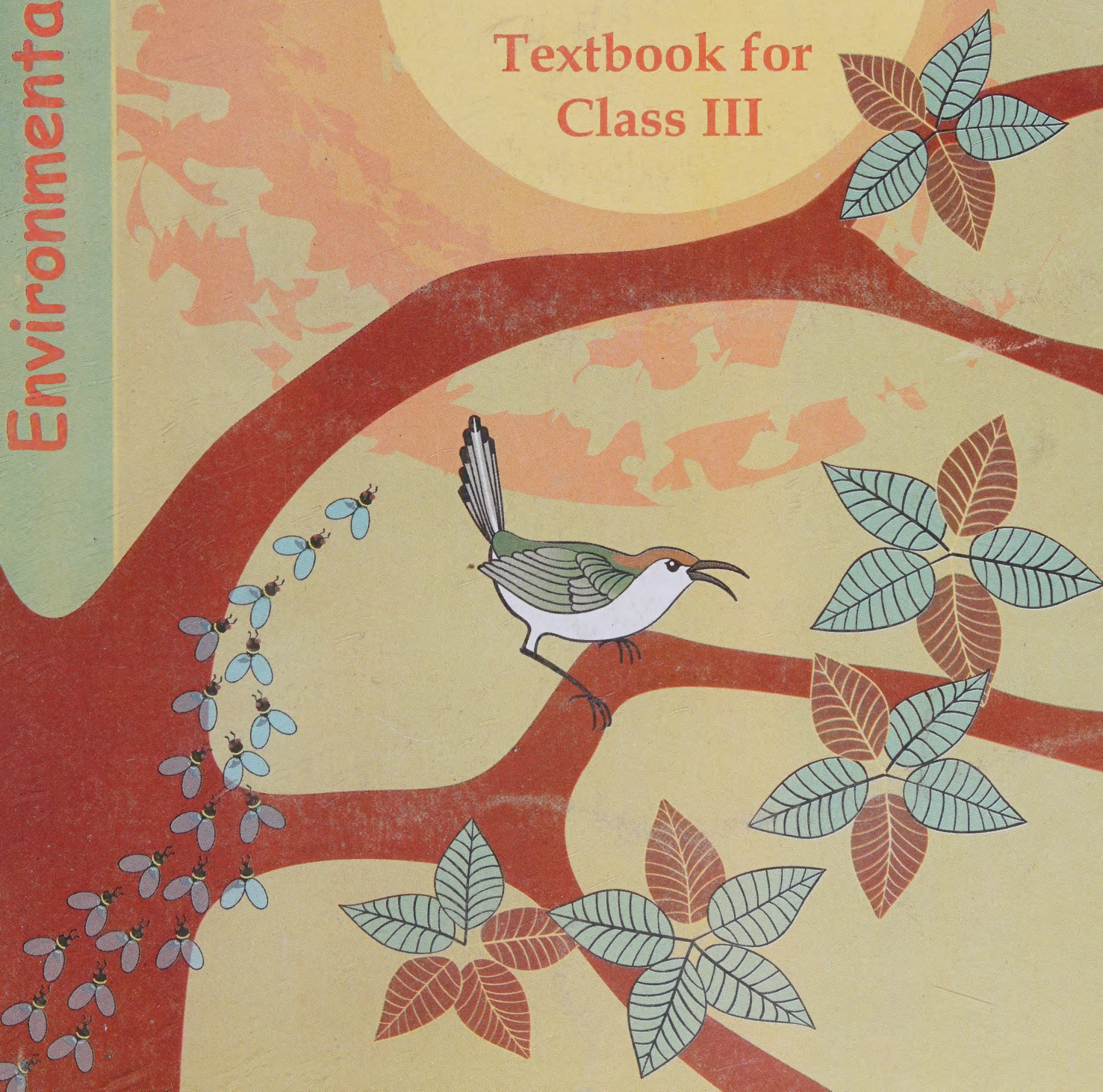
Environmental Studies

Looking Around

Textbook for Class III



Our National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.

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Environmental Studies

Textbook for Class III

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework (NCF) 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee

responsible for this book. We wish to thank the Chairperson of the advisory group at the the primary level, Professor Anita Rampal and the Chief Advisor for this book, Savithri Singh, *Principal*, Acharya Narendra Dev College, New Delhi, formerly *Fellow*, Centre for Science Education and Communication, University of Delhi, Delhi for guiding the work of this committee. Several teachers contributed to the development of this textbook. We are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

Director
National Council of Educational
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New Delhi
20 December 2005

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CONSTITUTION OF INDIA

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizen:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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The National Council of Educational Research and Training (NCERT) gratefully acknowledges the contribution and cooperation of various organisations, subject experts, teachers and departmental members in the development of this book.

The Council thanks the authors, poets and who have granted permission to use their work in this book — Vijendra Pal Sisodia (*Leaves*); Shri Prasad (*Water*); Secretary, Bharat Gyan Vigyan Samiti (*Home Sweet Home*); Jean Whitehouse Peterson (*I have a sister, My sister is deaf*) published by Bharat Gyan Vigyan Samiti; Harish Nigam (*Cloud*) published by Eklavya; Harendranath Chattopadhyay (*Train*) and Annapurna Sinha (*Bhanate and Phudgudi*).

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We are specially grateful to K.K. Vashishtha, *Professor and Head*, Department of Elementary Education, NCERT who has extended every possible help in developing this book.

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The efforts of the Publication Department, NCERT in bringing out this publication are also appreciated.

Our National Anthem

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A Note for the Teachers and Parents

The team for the development of this book found it a challenging task to translate the objectives as defined in the National Curriculum Framework (NCF) 2005 while preparing this national-level textbook. The writing team would like to share some of the issues that were discussed during the process.

The child looks at the environment around her/his in a holistic manner and does not compartmentalise any topic into 'science' and 'social science', hence it was thought essential that we too aim for this integration within the book, instead of having two disparate sections. Instead of proceeding with lists of 'topics' the syllabus itself has proposed themes that allowed a connected and inter-related understanding to develop. An attempt has been made in the book to locate every theme in physical, social and cultural contexts critically so that the child can make informed choices.

The challenge, when writing at a national level, was to reflect the multicultural dimensions of diverse classrooms. It was felt necessary that all children feel important: everyone's community, culture and way of life should be given equal importance. While writing the book, *Who is the child we are addressing* was the big question. Is she/he the child in big schools of the metro, or the school in the slums, a small-town child, one in a village *shala* or the one in the remote mountainous areas? How do we address such diverse groups? One also needed to tackle the differences of gender, class, culture, religion, language, geographical location, etc. These are some of the issues addressed in the book, which the teacher will also have to handle sensitively in her own ways.

Before discussing the concerns/issues related with this area, you go through the syllabus of this area, which is broadly divided into six themes, namely, family and friends, food, water, shelter, travel and things we make and do. It is available on the NCERT website (www.ncert.nic.in). It will help you understand the subject better and plan your teaching-learning more effectively.

The content in the book is centred on the child, providing her/him a lot of space to explore. There is a conscious effort to discourage rote learning and hence descriptions and definitions were totally avoided. It is always easy to give information; the real challenge was to provide opportunities to a child where she/he can vocalise, build upon her/his curiosity, learn by doing, ask questions, experiment, etc. In order that the child is happy to engage with the book, a variety of formats have been used – narratives, poems, stories, puzzles, jigsaw, comic strips, etc. Stories and narratives have been used as a tool for sensitising the child since a child can probably more easily empathise with

characters in a story/narrative. The language used in the book is not 'formal' but is in the 'commonly spoken' form.

Active participation of children is very important in constructing knowledge. Activities in the book that demand that children be taken for observations to the parks, fields, water bodies, into the community, etc., reiterates that EVS learning primarily occurs outside the walls of the classrooms. An effort has been made to relate the child's local knowledge to the school knowledge. It is important to state here that the activities given in the book are only suggestive, and that both the activities and the materials can and should be modified by the teacher according to the local contexts. Activities and Exercises have been inbuilt into the chapters instead of being pushed to the end. The nature of activities in the book are of various kinds so that the children get opportunities to explore, observe, draw, categorise, speak, question, write, list, etc. Several activities allow their to manipulate things with their hands so that their psychomotor skills are developed. Some of them explore their creativity and design skills as well as hone their aesthetic sense. All activities need to be followed by discussions to facilitate children in consolidating what they have observed and learnt. With an appropriate question or suggestion, the child's understanding can be extended far beyond the point which she/he could have reached alone.

Children are encouraged to tap sources other than the textbook and teachers, such as family members, members of the community, newspapers, books, etc. This stresses the fact that textbooks are not the only sources of information. To develop a sense of history the children are encouraged to question the elderly about the past. These activities also promote the parents' and community's involvement in the school and the teacher gets an opportunity to know a child's background.

Illustrations form an important component of children's books. The writing team has kept in mind that the illustrations in this book reflect the ethos of the written material. Content development through illustrations was a major consideration. The illustrations have been used such that they complement the writing style fully. The illustrations should provide joy, and also a challenge, to the child. Icons have been used to differentiate activities. A list of these has been included in the book.

The book provides varied kind of opportunities for the child to work – individually, in small groups or even in larger groups. Group learning promotes peer learning and improves social interactions. Children particularly enjoy learning crafts and arts while working in groups. Children are very happy and respond with enthusiasm when their creative ventures are appreciated rather than being rejected or left unnoticed by the elders, as unimportant.

The objective of the activities and questions in the book is not only to evaluate the child's knowledge but also to provide an opportunity to the children

to express themselves. The children should be given enough time to work on these activities and questions; they should not be rushed since each child learns at her/his own pace. It is envisaged that each teacher will develop her/his own evaluation tools suitable for her/his students based on her/his own method of teaching and local contexts. For better understanding on assessment practices and evaluation procedures in EVS, NCERT has developed a source book in this area for the primary stage. It will be useful if you go through this document as well. The child should be evaluated primarily on the competencies/skills she/he has acquired while working in class or outside. Evaluation, of course, should be a continuous and comprehensive process and the child should be assessed as she/he observes, asks, draws, discusses, write in groups, etc. In order to follow continuous and comprehensive evaluation in the classroom, teaching-learning activities and questions have been in-built into the text. You need to follow the same manner.

One of the major concerns while developing textual materials was to find suitable ways to sensitise the child to the wide differences that exist within our society – in our physical abilities, economic backgrounds, behavioural patterns etc. – things which get reflected in the way and where we live, what kind of school we go to, the way we talk, the way we think, what we eat, what we wear, our access to basic amenities, etc. We would like every child to recognise that in any society there are differences; we need to learn to appreciate and respect these differences. Teachers have to be extra-careful that such social issues are handled in a sensitive manner, especially when there are children with special needs or in difficult circumstances, in the class.

The writing team looks not only at the children, but at the teachers also, as individuals who construct knowledge and build on their own experiences. The textbook is only one of the many teaching-learning materials used by teachers. Thus, this textbook should only be viewed as an aid to the teacher, around which the teacher could organise her teaching to provide learning opportunities to children.

As per NCF-05, Environmental Studies is not accepted as a curricular area at Classes I and II. However, it recognises the need of transacting the necessary skills and concerns related to it in an integrated manner through language and mathematics. In this direction, NCERT has published a teacher's handbook entitled 'EVS skills through Language and Mathematics in Early grades' which includes a number of activities that will help you integrate the environmental components with language and mathematics at these levels. If you go through it before initiating the teaching-learning process in Class III, it will help enrich your understanding of this subject area.

Symbols and Icons used in the Textbook

Discuss

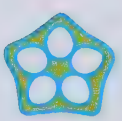
Narrate/Tell

Write

Think

Do/Make

Find out



A Note for the Teacher

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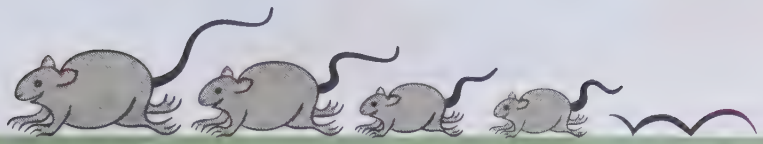

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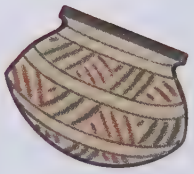

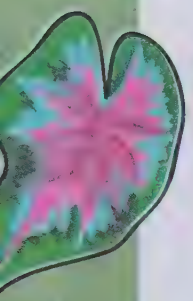

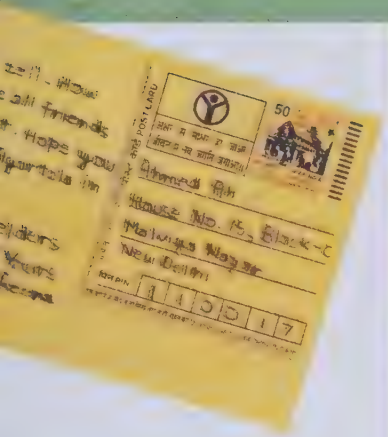

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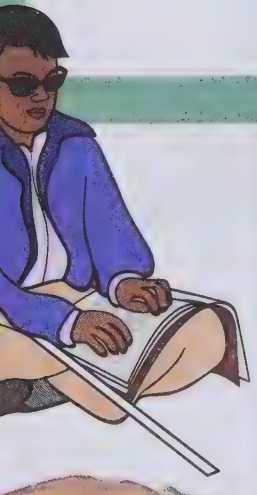

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Poonam's Day Out

1

Ma, please let me go to school today, I have been at home for the past two days. I am getting bored – said Poonam. But you still have fever. Go outside and lie down on the cot – replied Ma.

Poonam fell asleep on the cot. Suddenly, something fell on her face. Poonam woke up at once and touched her cheek. Oh no, whose mischief is this? Is it the crow's or the pigeon's? It seems it's the crow's.

Children learn a lot from people and things in their environment. Through this lesson children should be given an opportunity to observe nature — not just sit in the class and read their lesson.

Poonam looked up. She saw many animals on the tree. Which animals can you spot on the tree in the picture? Write down their names.

_____ _____ _____ _____

_____ _____ _____ _____

Poonam picked up a leaf from the ground and wiped her cheek with it. But her cheek was still sticky. She thought – Let me go and wash my face in the nearby pond.

Which animals did Poonam see at the pond? Look at the picture and write their names.

_____ _____ _____

_____ _____ _____

In the book the word 'animal' is used for insects, birds, reptiles and mammals. At this age, children cannot easily classify animals into different categories. Try to find out what children understand by the word 'animal'.

Can you act like the animals seen at the pond? Which animal makes what kind of sounds and movements? Try to make similar sounds.

Different animals move in different ways to go from one place to another. Some animals walk, some crawl, some fly and some swim. For this, some animals use their feet, some use their wings. Some animals even take the help of their tail.

You must have seen many animals too. Write which of them –

can fly _____ _____ _____

can crawl _____ _____ _____

can walk _____ _____ _____

can hop _____ _____ _____

have wings _____ _____ _____

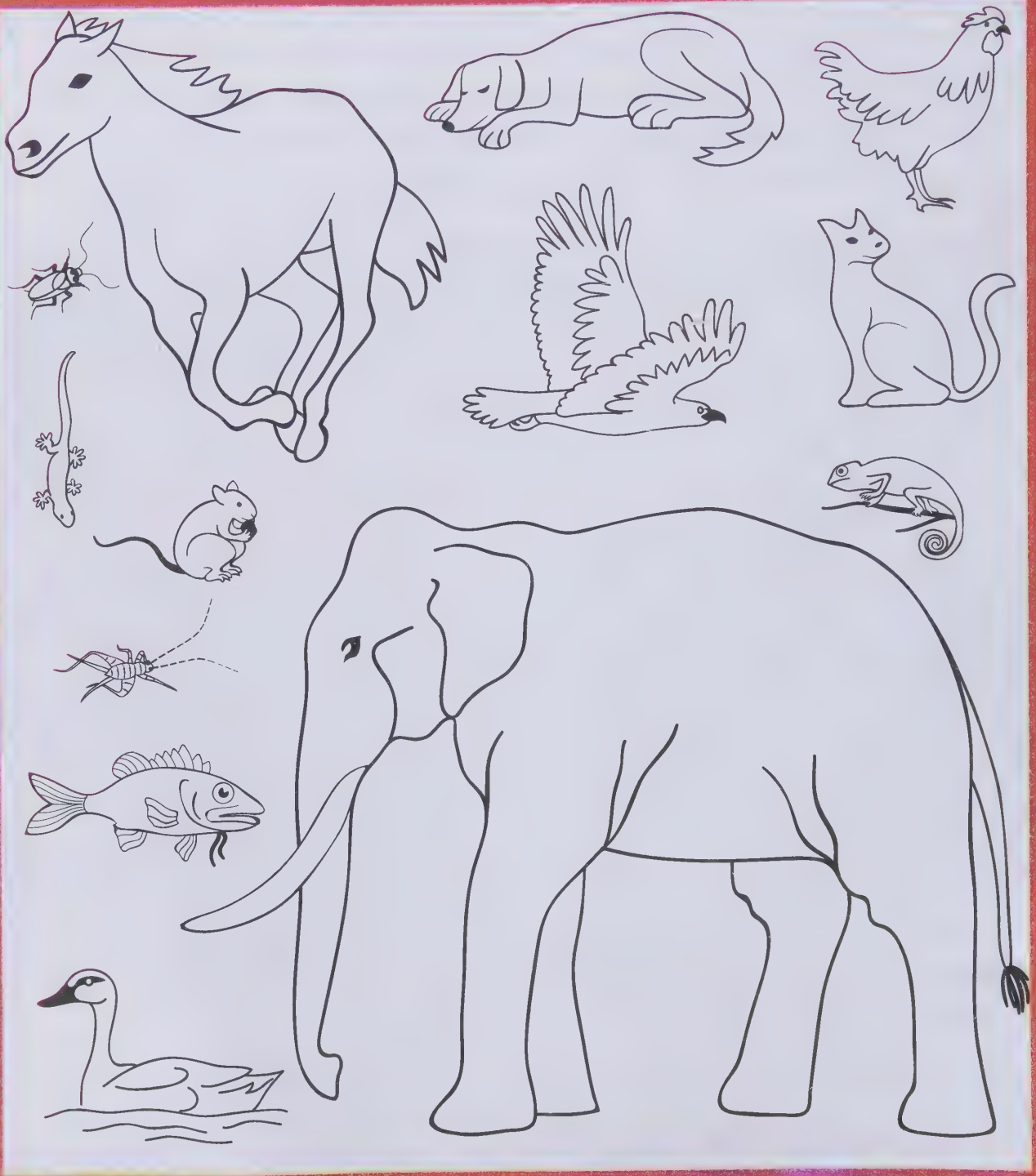
have feet _____ _____ _____

have a tail _____ _____ _____

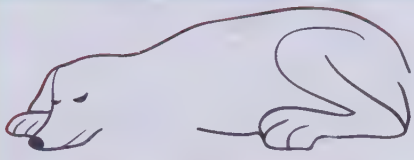
Animals live in different places. Some animals live in the trees, some in water. Some live on land, some live under the ground and some fly in the sky. Some animals even live in our houses.

Children love to look at the colours, shapes and movement of animals and listen to their sounds. They enjoy imitating them too. Looking at the diversity in the animal world and putting them under different groups is the beginning of classification.

Look at the pictures given below. Colour the animals that do not live in your house.



❇ Here are some incomplete pictures of animals. Complete them and write their names below.



_____

_____

_____

Who am I?

Find my name in the crossword and put a circle ◯ around it. One example has been given.

1. Banana is what I love eating,
   I spend my time jumping and leaping.
2. On the walls, webs I weave,
   Where insects stick and cannot leave.
3. I remain awake the whole night,
   And go to sleep in broad daylight.
4. Croak, croak, croak is my sound,
   In water or on land I am found.
5. I appear after rainfall,
   Have no feet so I crawl.
6. Slow and steady is my pace,
   I always win when there is a race.

x	t	y	a	b	l	s
m	o	n	k	e	y	p
m	r	q	n	x	a	i
d	t	f	r	o	g	d
j	o	w	l	e	k	e
l	i	b	c	h	i	r
m	s	n	a	i	l	n
g	e	f	q	s	w	y

Riddle No. 6 is based on the story of *Panchatantra* 'The Hare and the Tortoise'. Tell children other stories from the *Panchatantra* and encourage them to read more of these.

Magic with fingers

Take a look at the picture. Can you distinguish the thumb prints from the other finger prints.

In the same way, using ink or water colours, make pictures of animals. Make pictures using your own imagination. Do not copy the ones shown above. You can use the pictures you have made to decorate your school and home.

Children like to do creative activities such as making pictures with fingers and thumb prints. Encourage them to make their own designs.

❇ Let us have some fun

In your notebook

- Draw a picture of an animal that you have seen.

Make groups of three children each.

Each group will take a white paper.

1. In each group, one child will draw the face and neck of an animal at the top of the paper and hide it by folding this part.

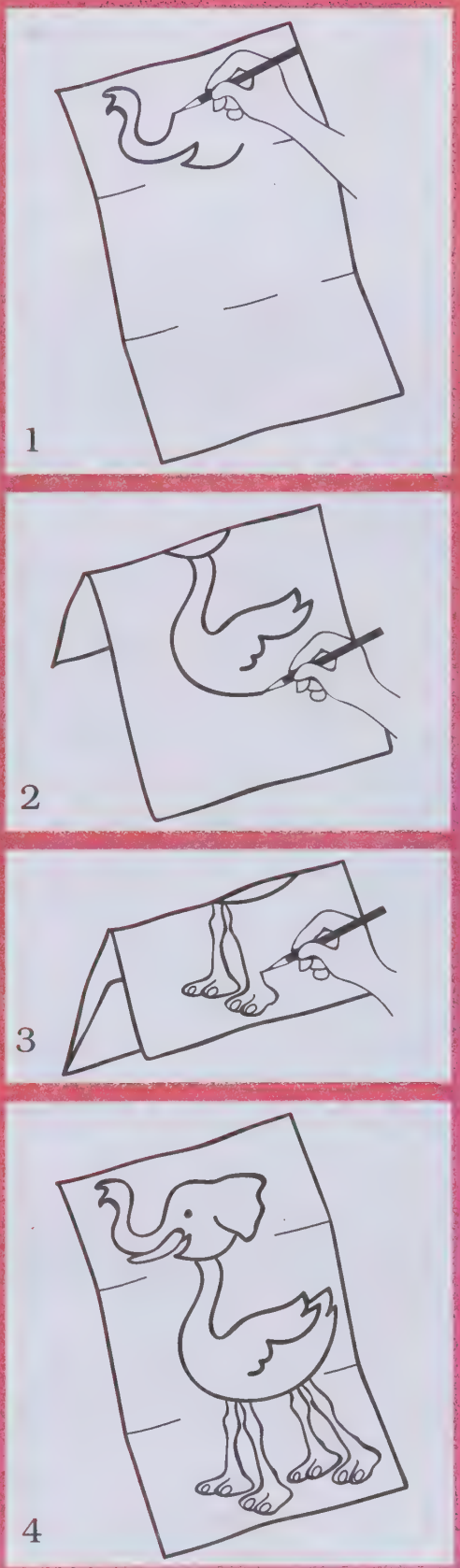
2. The second child will draw the body of another animal in the centre of the paper and hide it by folding the paper.

3. The third child will draw the feet of yet another animal.

4. Now, unfold the paper and look at the picture.

   Does it not look like a funny animal!

   Also, look at the pictures made by your friends.



Encourage children to look carefully at animals and make pictures on their own. Children may need help when they are making pictures in a group.

Spend some time under a tree. Observe the animals carefully. Name the animals which can be seen

on the branches _____ _____ _____

on the leaves _____ _____ _____

on the truck _____ _____ _____

on the ground _____ _____ _____

around the tree _____ _____ _____

Now arrange these animals in the order of their size — smallest being the first.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. _____ 14. _____ 15. _____

Jigsaw puzzle

In a jigsaw puzzle, a picture is cut in such a way that one has to really think hard to fit the picture together.

This activity is a beginning to sequence. The sequence will depend on the experience of the child – a squirrel can be smaller or bigger than a sparrow.

Now, make a jigsaw puzzle using a picture of any animal. Paste the picture on a cardboard. Now, cut the cardboard along the edges of the picture. Cut this cardboard into unequal pieces. Give these pieces to your friends. Ask them to put the pieces together and identify the animal.

The jigsaw should be cut in such a manner that it is a challenge for the child. It should not be so simple that it can be put together too easily.

2 The Plant Fairy

Last Sunday, we went to a garden in the neighbourhood. We played ***Hide and Seek*** (***Chhupanchhupai***) and ***Antakshari***. We had a lot of fun. After sometime, *Didi* said – Let us play a new game today. We had played this game in the camp last year. I will become a 'Plant fairy'. The 'Plant fairy' will call out a name of something and you will all have to touch it.

The game began. *Didi* said – The 'Plant fairy' asks you to touch a plant. At once, all the children ran towards the plants.

Ammu held the marigold plant.
Shabnam sat touching a jasmine plant.
Michael touched a *mehendi* bush.
Dayaram caught hold of a *neem* tree and stood there.

Children can be asked by what name, games like *Chhupanchhupai*, *Antakshari* are called in their regions.

Didi said — Very good! Every one has touched a plant. But have you noticed that all the plants are different from each other?

Didi, you are also sitting on little plants, said Shabnam.

Can you name the plant on which *Didi* was sitting?

The game started again. The 'Plant fairy' now said – Touch a tree which has either a thick or a thin trunk.

The children ran again to touch the trees with thick or thin trunks. Have you seen a tree with a trunk as thick as the one shown in the picture?

Michael found the game very interesting. He thought, how lucky the fairy was. She could order everyone around. Now, I want to be the 'Plant fairy' – said Michael. The children laughed aloud – A boy fairy ! They were now ready to take orders from the new 'Plant fairy'.

Michael said – Get me some leaves quickly.

But remember you are not to pluck the leaves from the plants – said *Didi*. The children ran to collect the leaves which were lying on the ground.

By playing this game children will see the diversity in plants for themselves. It would be good if children became the 'Plant fairy' by turn so that they themselves can choose the basis of classification.

Do all the leaves have similar colours, shapes and margins?

Dayaram said – I did not know that there were so many types of leaves. Look, some are round, some are long and some are triangular.

Ammu said – They are of so many different colours as well. Some are light green and some are dark green. Some are even yellow, red and purple. There is one which is green but has white patches on it.

Look, even the margins of these leaves are different from each other. Some have straight margins and some uneven. Some of these margins even look like a saw – said Shabnam.

Ammu and Shabnam shouted together – We also want to be the 'Plant fairy.'

Didi said – Not today, may be next Sunday. It is time to go home now.

On the way back, *Didi* recited a poem for everyone.

Leaves

Red, purple and even yellow,
Some green wet and loose,
Leaves are of different kinds,
And of different shapes and shades.

Some are like the elephant's ears,
And some are playful like the devil,
Some are torn and some are folded,
And some even eaten – like the betel.

And in the early dawn's darkest hue,
You'll find the flowers cry tear-like dew.

Some are like butterflies, some like bees,
Some are hairy and some plain,
Some dry up to look thorns,
And some even resemble cranes.

Whoosh whoosh scuttle and flutter,
In the breeze they all do mutter,
All day long they smile and play,
And in the night they sleep away.

Leaves are of different kinds,
And of different shapes and hues.

— VIJENDRA PAL SISODIYA

(Translated from the Hindi)

Children like to recite poems, but they should not be forced to memorise them. It will be good if all the children recite the poem as a group in the class.

- Colour the leaves made around the poem.
- Collect a few leaves of plants like lemon, mango, *neem*, basil (*tulsi*), mint (*pudina*) and coriander (*dhaniya*). Crush the leaves and smell them. Do they all smell alike? Can you identify the leaves just by their smell?
- Look at these beautiful pictures. They are made of dry leaves.

- Using dry leaves, make pictures of different animals in your notebook.

The artist Vishnu Chinchalkar (Indore, Madhya Pradesh) made beautiful pictures using dry leaves. These pictures are inspired by his works.

❇ Didi taught everyone how to take **rubbings** (prints) of leaves and tree trunks. All you have to do is –

Take a paper and a crayon or colour pencil. Place the leaf on a table or on the ground. It should be placed in such a way that the side of the leaf with veins is on the top.

Place a paper on the leaf.

Gently rub the crayon or colour pencil on the paper. Be careful that the paper or the leaf does not move.

❇ Similarly, take rubbing of the trunk of a tree.

Place a paper on the trunk and rub the crayon or colour pencil on it. Look, you have made rubbing of the tree trunk!

Look at the rubbings made by the others. Are the rubbings of different plants similar?

Which leaf gave a good rubbing?

In case of which tree was the rubbing of the trunk difficult? Why?

Look at the picture and name the things which have patterns of leaves and flowers on them.

Children may talk to their elders or to a farmer or a gardener for knowing more about plants.

- Look for objects which have patterns of leaves and flowers on them in your house. Write their names.

_____ _____ _____ _____

- You must have seen many plants and trees. How many of them can you name? Write their names.

_____ _____ _____ _____

_____ _____ _____ _____

- Are there any plants that you have heard of, but never seen? Which ones?

_____ _____ _____ _____

_____ _____ _____ _____

- Ask some older people if there were plants which they have seen when they were children but are not seen these days.
- Also, ask them if there are any plants which can be seen these days, but which were not seen earlier.

Friendship with a tree

Choose a tree near your school or house and make friends with it. A lasting friendship!

- What tree is it? Ask some elders if you don't know.
- Will you like to give your friend a special name? What will you name it?

Encourage children to make friends with a tree – water it, look after it and observe it minutely. This will increase their concern for the environment.

- Does the tree bear flowers or fruits? Which ones?
- How do the leaves of the tree look?
- Do animals live in the tree? Which ones?

Find out more about your tree friend and share it with others.

Water O' Water!

3

Water

I'll wash my face with water,
Said Munna to his Nani.

We all quench our thirst with water,
We are all alive because of water.
Water has been with us for ages,
Its story can fill so many pages!

Somewhere it is dew,
Somewhere it is snow,
steam is also water as you know.
Water has forms so many,
that is what says my Nani.

The river flow, the waterfalls sing,
And water swells in lakes and springs.

Life on earth it has brought,
watered fields and life they got.
But when the water breaks in floods,
Great misfortune it always works.

— Shri Prasad

(Translated from the Hindi)

Children may sing songs and poems related to water that are commonly sung in their region, in the class. This will bring them closer to their community and arts of their region.

- Do you know any poem or song on water? Recite it in the class.
- Which are the places mentioned in the poem where we find water?

- Tick (✓) the activities for which water is needed.

to play ☐ to sing ☐ to row a boat ☐

to write ☐ to make tea ☐ to knead dough ☐

to run a fan ☐ to paint pictures ☐ to grow plants ☐

- Name any four activities which
- you can do without water.

_____ _____ _____ _____

- you cannot do without water.

_____ _____ _____ _____

Water – more or less

Arrange the following on the basis of the amount of water that is needed for each of the activities. Begin with the activity that needs the most water.

Activities: to bathe, to drink, to clean the house, to water the fields, to knead the dough.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

❇ Water - from where?

In the poem you read about rivers, waterfalls, lakes and springs. We get water from all these places. From where do you get water? Put a ◯ around those places that are either in your house or around it.

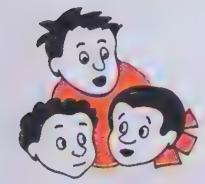
lake, well, tubewell, pond, waterfall, hand pump, river, stream, tap, tank (*tanka*), sea, hot water spring

Have you seen hot water coming out of the ground? Where?

- ❇ Does any river flow through your village or city? If yes, write its name. _____
- ❇ Do you know the names of any rivers? Write their names.

_____

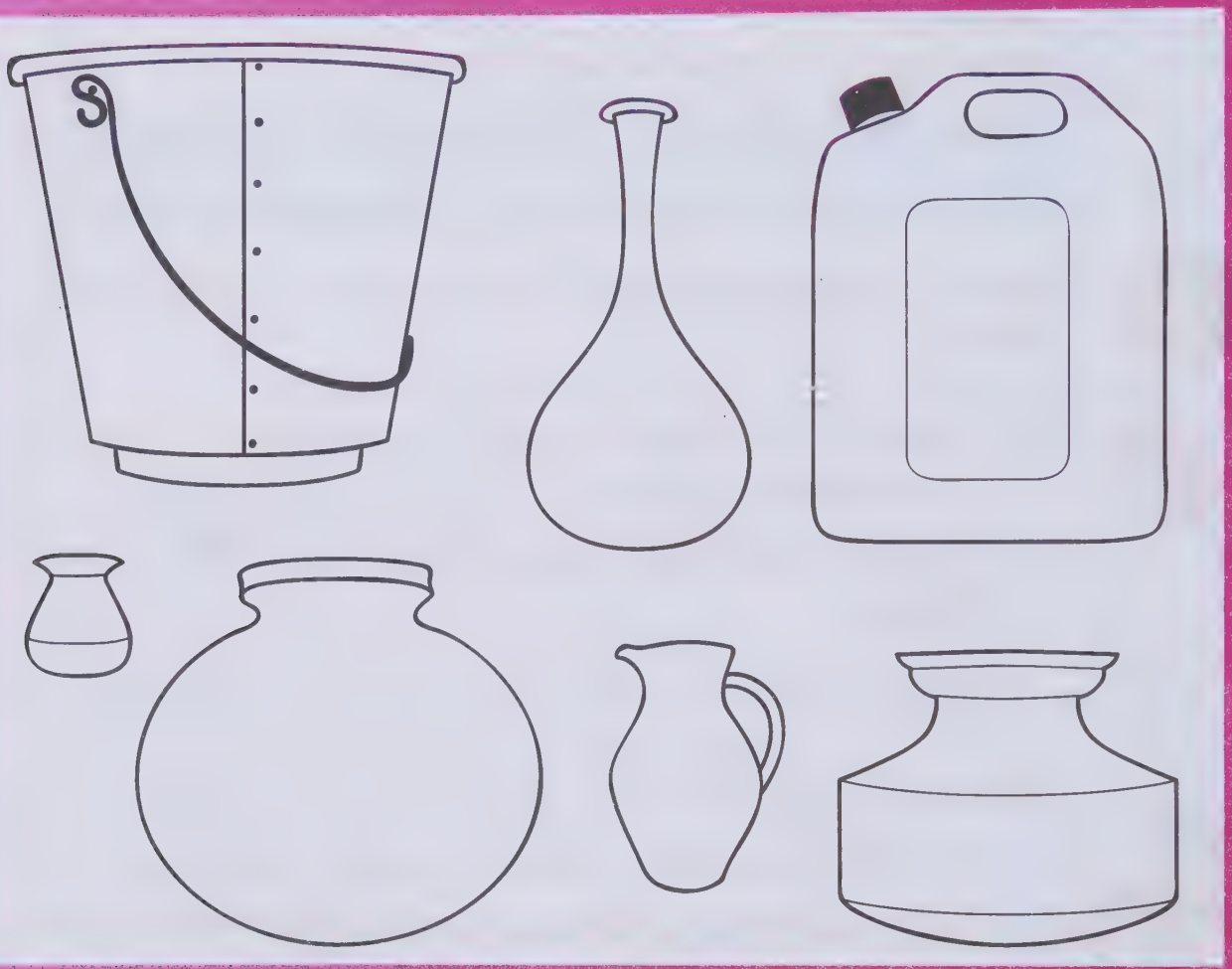
_____



- ❇ At home, where do you get drinking water from?
- ❇ Do you have to go far to get water? How much time does it take to bring the water?
- ❇ Do your neighbours bring water from the same place?
- ❇ Why do we need to store water?
- ❇ Who fetches and stores water in your house?
- ❇ Are there certain people who are not allowed to take water from there?

In many places, certain people are not allowed to take water from the common source. It is important to discuss this so that children are sensitive towards issues like discrimination.

❄ Colour the pictures of those containers which you use for storing water.



❄ In your notebook draw pictures of any other containers which are used for storing water in your house. Write their names as well.

Take a look at the pictures. If we fill them with water –

1. Which will contain the least water?
2. Which will contain the most water?

How could you tell?

Chhutki is confused!

Hiren and Chhutki were feeling very thirsty. Their uncle gave both of them mango *panna* in steel tumblers. But Chhutki wanted the drink only in a glass tumbler. Her uncle poured the *panna* into a glass tumbler. But Chhutki was not happy. She complained –Uncle, you have given me less *panna*.

What do you feel? Did Chhutki's glass tumbler have less *panna*?

Given in the grid are some places where water is found. Find seven of them and put a ◯ around each. One has already been done for you.

W	A	T	E	R	F	A	L	L
E	L	A	K	E	R	P	X	Q
L	S	E	A	S	A	O	M	T
L	W	I	Q	Y	I	N	N	A
X	W	E	L	L	N	D	Y	P

Demonstrate the activity 'Chhutki is confused' and then ask questions for the children to answer.

In every row put a ◯ around one that is different from the others. Also tell how it is different.

- River, mountain, lake, pond, spring.
- Bathing, washing clothes, swimming, combing hair, kneading dough.
- Fish, duck, monkey, crocodile, tortoise.
- Car, boat, bus, train, bicycle.

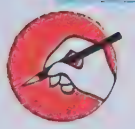
Fun with colours

Take a paper and fold it in the middle. Now unfold it and put some drops of different colours on it. Fold the paper again and press it. Unfold the paper. Look what you have made!

Our First School

We learn so many things when we come to school. But do you know which is our first school? Yes, it is our family. We learn so many things from our family – much before we learn from anywhere else. This is because we are so close to our family. But we really never give it a thought. Let us think about our family and talk about it.

Draw or paste a picture of your family.



- Who all are there in your family? Write their names and how they are related to you.

Name	Relationship	Name	Relationship
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Write the relationship between any two members of your family – such as husband-wife, brother-sister, mother-daughter...

Names of two members of your family		Their relationship
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- What do your family members call you lovingly? Do you have a pet name? How do you call your family members? Look at the picture carefully.
- Two persons in the picture look a lot like each other. How do you think they are related?

Is there any similarity between you and any other member of your family – in the way you talk, walk, smile or even in your looks...? With whom and how?

_____ _____

_____ _____

Let us now read about Anwari's family. The older

members of Anwari's family work as *dhobis*. All the members of the family lend a hand in washing, drying and ironing of the clothes. Anwari and her cousin Taufiq are also learning the work done by the family.

- Is your family involved in any particular work? If yes, what?

_____

- Do you help the family with the work?

_____

_____

We learn many things from our family members. Anwari and her cousins learnt cycling from her uncle.

You also learnt many things from your family. What and from whom? Has anyone learnt anything from you?

Think and write :

- When I am sad, I go to my _____.
- When I want to know about the past, I go to my _____.
- When I want to share my secrets, I go to my _____.
- When I do something wrong, I go to my _____.

Everyone removes their shoes before entering the house – this is the custom in Surekha's family. Some of Surekha's friends enter her house without removing their shoes. Surekha's grandfather gets angry at that.

Are there any particular customs followed by your family? What are those?

_____

_____

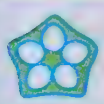
_____

Does any member of your family have any particular habit like laughing loudly or singing when they are happy? Imitate them.

- How do you show respect to elders in your family? Look around to see how others show respect.

- *When the old were young*

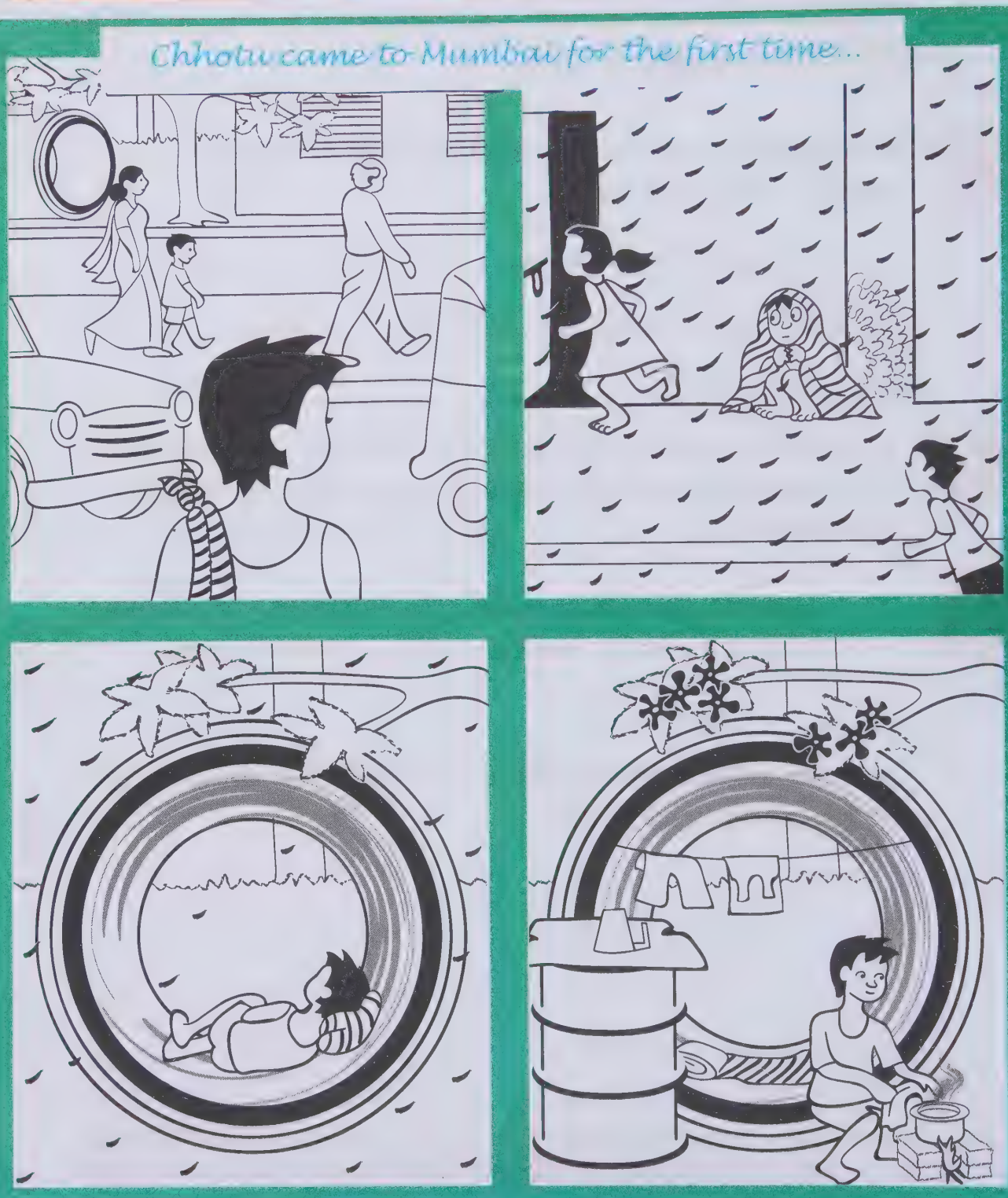
Ask any older member of your family to tell a funny incident of her or his childhood.



Discuss with the children how different members in their family laugh, sing songs, etc. This will help them to know what is special about their family members.

Chhotu's House

5



Study the pictures carefully and answer the following :

- What did Chhotu think when he looked at the pipe?
- How did Chhotu use the pipe?
- Into which parts did Chhotu divide the pipe and its surrounding area?
- In which part of this house will Chhotu like to spend most of his time?
- Why do you think Chhotu invited Monu to live with him in the pipe?

A discussion on when a 'house' becomes a 'home' will help to clarify the difference between a 'house' and a 'home'.

Draw a picture of your house in your notebook and colour it.

- Who all live with you in your house?

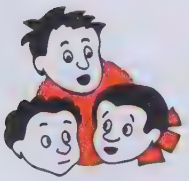
_____ _____ _____ _____

_____ _____ _____ _____

- Chhotu divided the pipe into different parts. Write the names of the different parts of your house.

_____ _____ _____ _____

_____ _____ _____ _____



- How much time in a day do you spend in each part of your house?
- Is there any part of your house where a particular member of your family spends more time?
- Is there any part of your house where a particular family member never goes or goes for a short time?

You must have seen that some animals also live with us in our houses. Some of these animals live with us because we want them to, while some are there uninvited.

It is important to talk to children about their houses sensitively. There are different kinds of houses, this has been kept in mind and hence, instead of rooms we have used 'parts of a house'. That some family members go or do not go to certain parts of the house, reflect the family traditions and biases.

Home Sweet Home

You always tell me mother
The house belongs only to us,
But how do I believe that mother,
When I know it belongs to many more.

Look mother, how these mice,
Are all playing 'catch-catch' together,
And look how these mosquitoes fly,
Any how peaceful lies the happy spider.

And look mother at the lazy lizard,
How slowly it crawls to and fro,
And look at so many black ants,
All marching in a row.

And look outside in the courtyard,
The birds are all pecking about,
Just like when my sister and I,
Sometimes fight, quarrel and shout.

That is why I say, dear mother,
Don't think this house is only ours,
It's dear to us and all who live here,
And have been living for many years.

(Translated from the Hindi)

BACHCHA TOLI (*Bharat Gyan Vigyan Samiti*)

- Draw pictures of any two animals that live in our house uninvited. Write their names below the pictures.

_____	_____

- How do you keep your house clean?

_____

_____

_____

_____

- Who all help to keep your house clean?
- Where do you throw the garbage of your house?
- Is the area around your house clean?

Look, how beautifully Lata's house is decorated.

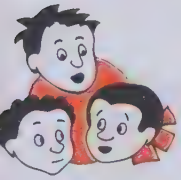
Is there any special way in which you decorate your house? When and how?

_____

_____

_____

_____



Ask your friends when and how they decorate their houses.

Name the things with which you decorate your house.

_____

_____

_____

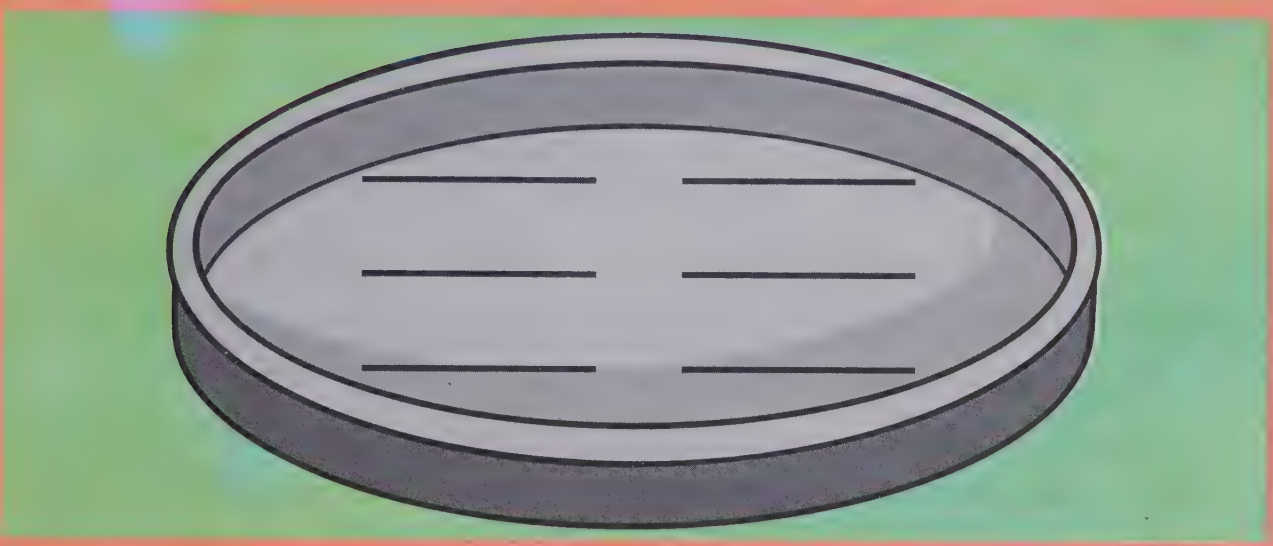
In the lesson each child has been asked how her/his house is decorated. Talking to the children about the ways in which their houses are decorated brings out how we use locally available materials during celebration of festivals.

Foods We Eat

6

Last night, I ate a *chappati* made of *bajra* with jaggery (*gur*).
I cooked *dal* and rice.
Yesterday no food was cooked in my house.
I went to the gurudwara with my grandmother for the *langar*. We ate *dal* and *chappati*.
Ammi had cooked *kheer* and *poori* which I don't like. So I ate an omelette instead.
My mother cooked fish. I ate lots of it. It was really tasty.
My mother brought noodles for us from the house where she works. We enjoyed eating it.

- What did you eat yesterday? Write it on the plate.



- Now on the blackboard write the names of all the food items that you have written on your plate.

- Did all the children in the class eat the same food items yesterday? Why?
- You must have noticed that in the picture there is one child in whose house no food was cooked. What could be the reason?

- Has it ever happened to you that on some day you were very hungry but there was nothing to eat? If yes, why?
- How do you know that you are hungry?
- How do you feel when you are hungry?

It is important to develop a rapport with children and create an environment where they can express themselves freely and their views are heard with tolerance. By knowing about what others eat we become more aware and lose some of our inhibitions regarding different food habits. This will help us to understand others better.

Vipul's family

In Vipul's family, there are some members who do not eat what Vipul eats. Do you think these people 'do not eat' or 'cannot eat' what Vipul eats?

Let us read about Vipul's family.

While returning home from school, Vipul bought a *bhutta* (corn on the cob).

He reached home and asked his mother – Where is Chhutki? I want to see her.

His mother replied – Chhutki is in the room upstairs.

Vipul caught his grandmother's hand and said – You also come upstairs with me. His mother stopped him – I have soaked Ba's *chapati* in *dal*. Let her first have her meal.

Have you put sugar in the *dal*? After coming to Nagpur you have forgotten our own way of making food – said *Dadi* to Vipul's mother.

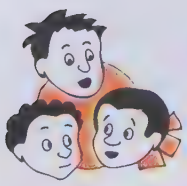
I have tasted the *dal*. It has been prepared well – replied Vipul's mother.

Vipul picked up his grandmother's plate and ran upstairs. He asked her to follow him quickly.

When I was your age I could run up a hill in the same time – said *Dadi*.

Vipul gave the *bhutta* he was eating to his *Mami*, washed his hands and lifted little Chhutki.

Suddenly Chhutki started crying. She is hungry – said *Mami*. She sat down to feed Chhutki.



- Why was *Dadi* not able to climb the stairs quickly?
- How does *Dadi* like to have her dal?

- How many persons in the story can eat *bhutta* easily and why?
- Can all old people eat *bhutta*? Why?
- For four months Chhutki will have only her mother's milk. That is her only food. Why?

Ask your elders and fill in the table.

	What can they eat	What can they not eat
Child	_____	_____
	_____	_____
Young	_____	_____
	_____	_____
Old	_____	_____
	_____	_____

So this was about things that we can or cannot eat. Do we eat all the things that we can eat? Not always.

Let us talk about those things that we do eat.

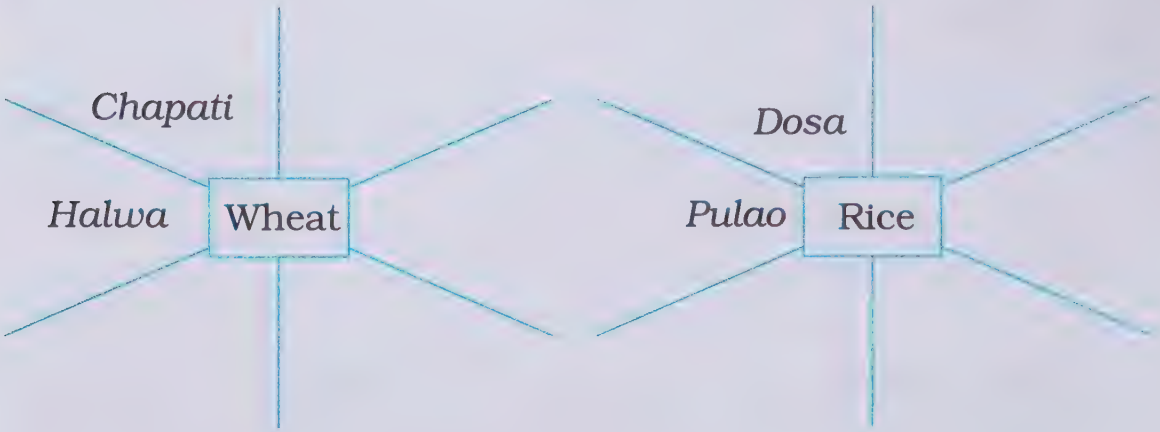
Put ◯ on the things that you eat often.

rice	wheat	barley	oats
maize	millet	*kappa* (tapioca)	*ragi*

Most of our food is made of these things. Depending on what grows easily at which place, different things are eaten at different places.

Find out where each of these things is eaten more.

We not only eat different things but we also use the same things to prepare a variety of food items. Find out and write what all can be prepared from rice and wheat.



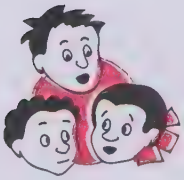
How many things did you write? Similarly, different pulses, vegetables, fruits, meat, etc., are eaten in different places. People have different likes and dislikes. Let us talk about it.

Likes and dislikes

Write the names of three food items you like to eat and three that you dislike.

Like _____ _____ _____

Dislike _____ _____ _____



Are your likes and dislikes similar to that of

- your family members?
- your friends?

Let us talk to some people and know what they like to eat –

Li chen

I live in Hongkong. My mother and I both love to eat snakes. Whenever we feel like eating snakes, we go to a nearby hotel and eat 'Ling-hu-fen'.

I live in Kashmir. I like fish cooked in mustard oil. Once we had gone to Goa. We ate fish there but it tasted very different. My mother said that it was sea fish cooked in coconut oil. It had to be different.

Juni

Thomas

I live in Kerala. I really like to eat two things. Both grow in our courtyard. One grows on a tall tree and the other underground. It is great to eat boiled tapioca with any curry made using coconut. It tastes very good.

What are the reasons that decide what we eat? Put a '✓' on them. Add to the list.

- What is easily available.
- What we can buy.
- Customs and traditions.
- _____
- _____

Names of some things are given below. Put a '✓' on the things that can be eaten. If there is anything about which you are not sure ask your teacher.

Banana flowers ☐	Hen's eggs ☐	Cauliflower ☐
Drumstick flowers ☐	Leaves of *Arvi* ☐	Meat ☐
Mushroom ☐	Rat ☐	Seeds of *onion* (*Kalonji*) ☐
Lotus stem ☐	Fish ☐	Crab ☐
Red ants ☐	Frog ☐	Grass ☐
Leftover *chapati* ☐	*Amla* ☐	Coconut oil ☐
Camel's milk ☐	*Chapati* made of *Bajra* ☐	*Chapati* made of gram ☐

Write the names of some food items that you have never eaten before but feel like eating.

_____ _____ _____ _____

_____ _____ _____ _____

Saying without Speaking 7

Dumb Charades

Let us play a game. In this game, everyone has to let others know what they want to tell without speaking. Divide yourselves into groups of seven.

Your teacher will give each group a piece of paper with a situation written on it.

Each group will read what is written on the paper and prepare a silent act. Keep in mind that you cannot speak. You can express through your face and body actions.

When all the groups are ready with their act, they have to perform one by one in front of the other groups. The others will have to guess what is being acted out.

How did you like this game?

Did you find it difficult to act without speaking?

Look at the picture given on the next page. The children in the picture are talking to each other through actions.

- Have you ever seen anyone talking through actions?
- When do people need to talk like this?

Choose situations which children can understand and relate to, so that they can perform better in such acts or games.

Most of us can hear and speak, but there are some people who can neither hear nor speak. These people talk through actions. They understand what the other person is saying by studying their lip-movements.

All of us cannot do everything. Some of us sing well, others write good poetry. Some can climb trees quickly while others can run fast. Some can draw well, others can sing in tune. We are all special in our own ways. Hence, in schools we can learn from each other. Like all children, children who cannot speak and hear also go to school to read and write. In schools, sign language is taught to them.

Let us read about a child who cannot hear, yet, who can do many things.

I have a sister, My sister cannot hear

I have a sister

My sister is deaf.

She is special.

There are not many sisters like mine.

My sister can play the **piano**.

She likes to feel the deep rumbling chords.

But she will never be able to sing.

She cannot hear the tune.

She likes to leap, to tumble, to roll, to climb to the top of the monkey bars.

Now my sister has started going to my school, although our mother still helps her speak and lip-read at home.

The teacher and children do not understand every word she says, like sister or water or thumb.

I wore my sunglasses yesterday.

The frames were very large.

The lenses are very black.

My sister made me take them off when I spoke.

What do my brown eyes say to her brown eyes?

JEANNE WHITEHOUSE PETERSON

(Extract from the poem : *I have a sister My sister is deaf*)

Through this story it can be discussed that we have different abilities. By incorporating the children's own experiences, sensitivity towards this issue can be enhanced.

Our eyes tell a lot. Small children tell a lot through their face and hands even before they learn to speak. They understand a lot too.

The face is a mirror

Observe children of about six to eight months in your area. How do they express themselves?

You must be wondering what kind of faces these are – they have no eyes, no nose, no mouth. You have to make these, but only after reading what is written alongside.

This is Aftaab. His favourite toy has fallen down and broken. He is sad. How will his face look?

This is Julie. Her little sister was born just yesterday. She is very excited. How will her face look?

This is Yamini's mother. Today, while Yamini was taking out the bottle of pickle from the kitchen it fell from her hand and broke. Draw the look on her mother's face.

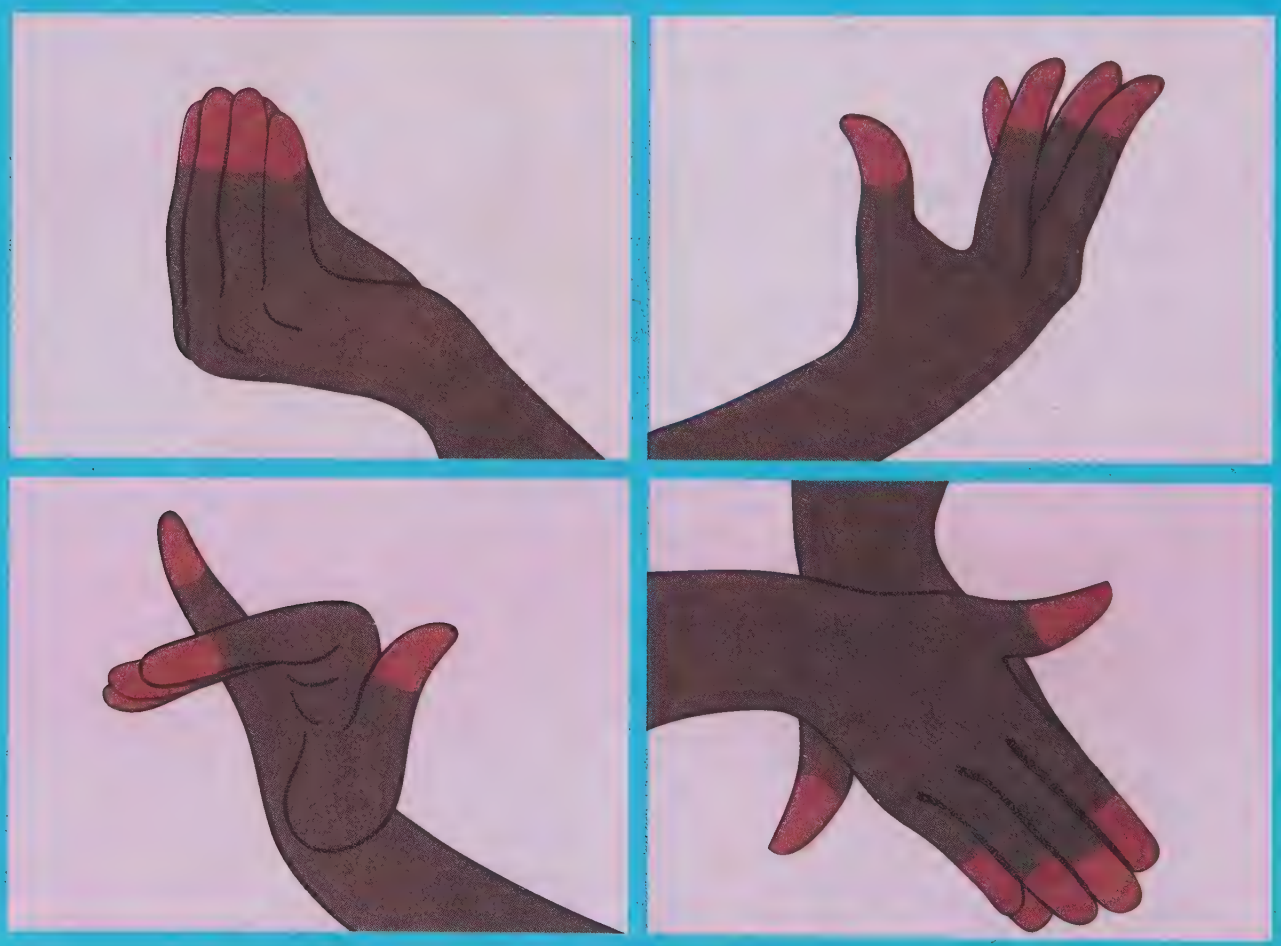
This is Rehana. She is afraid of dogs. While playing, suddenly a dog came in front of her. How will Rehana's face look?

By looking at someone's face we can tell if the person is happy, sad or angry.

Has it ever happened that you had done some mischief and your mother found out just by looking at your face?

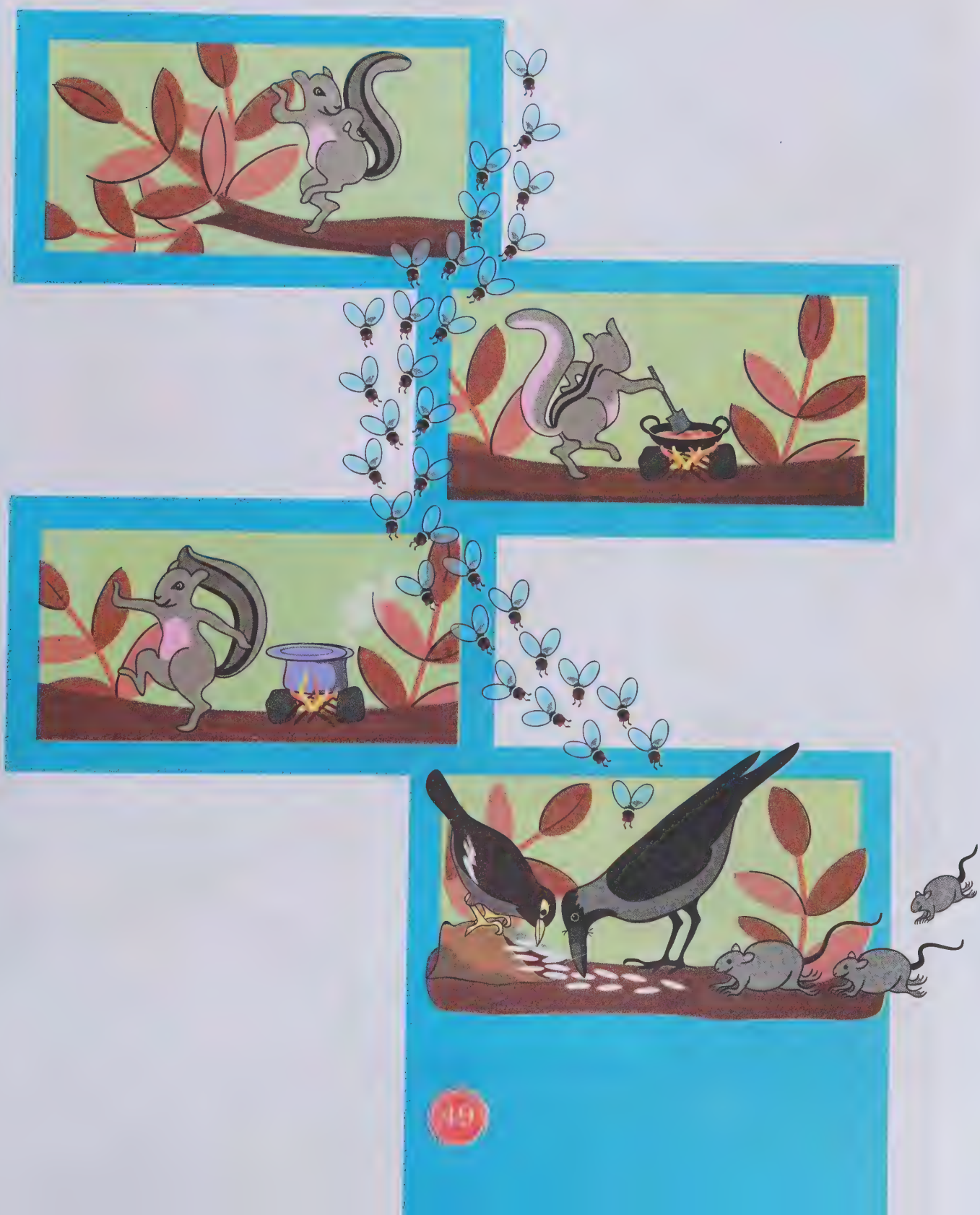
We can talk through dance as well. In dance the hands and face are used to convey feelings. These are called *mudras* and *bhavs*.

Look at these *mudras*. Can you tell what these *mudra's* show?



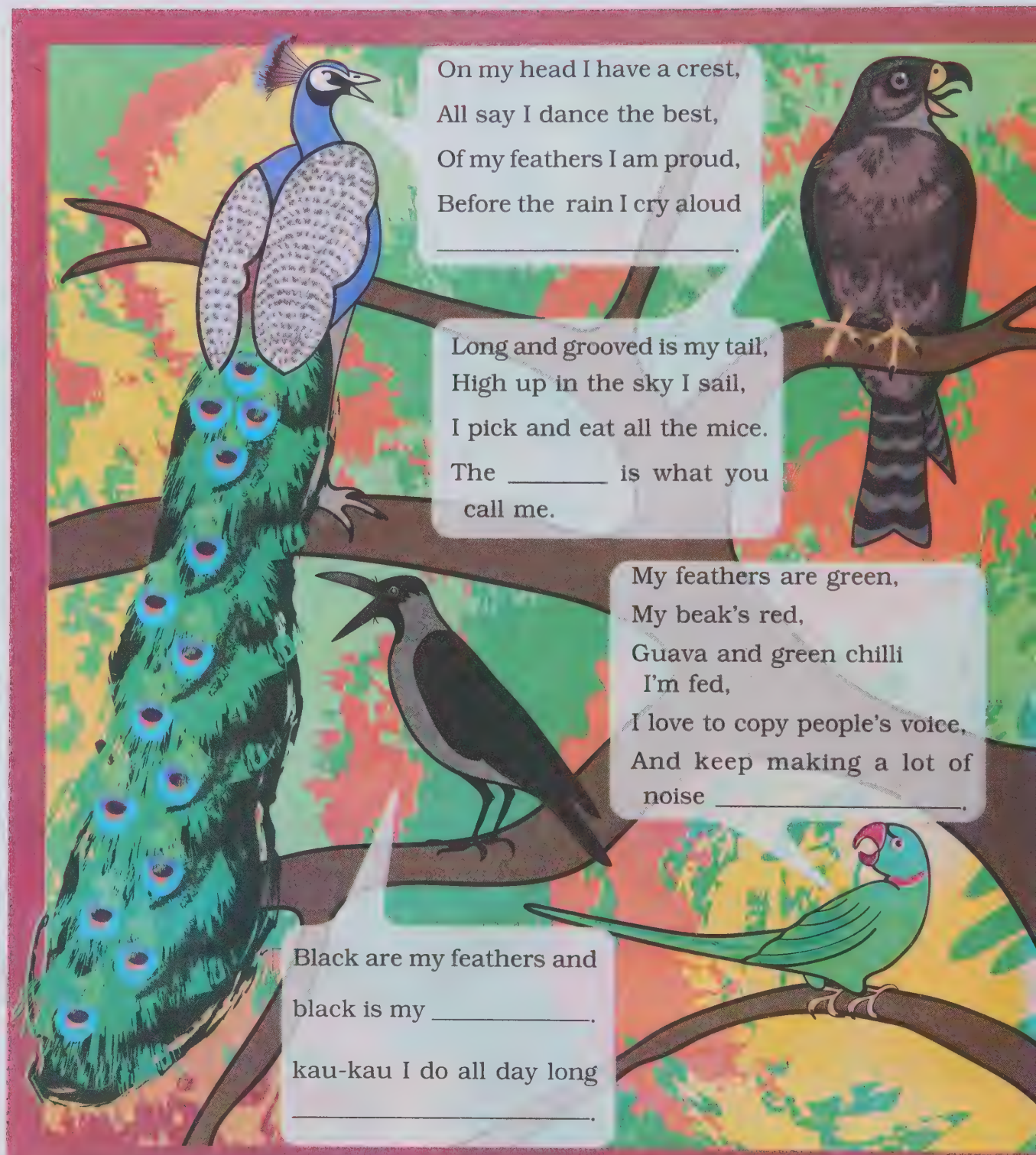
Learn some dance *mudras* and do them.

Look at the picture and make a story of your own. Tell the story to your friends.



Flying High

8

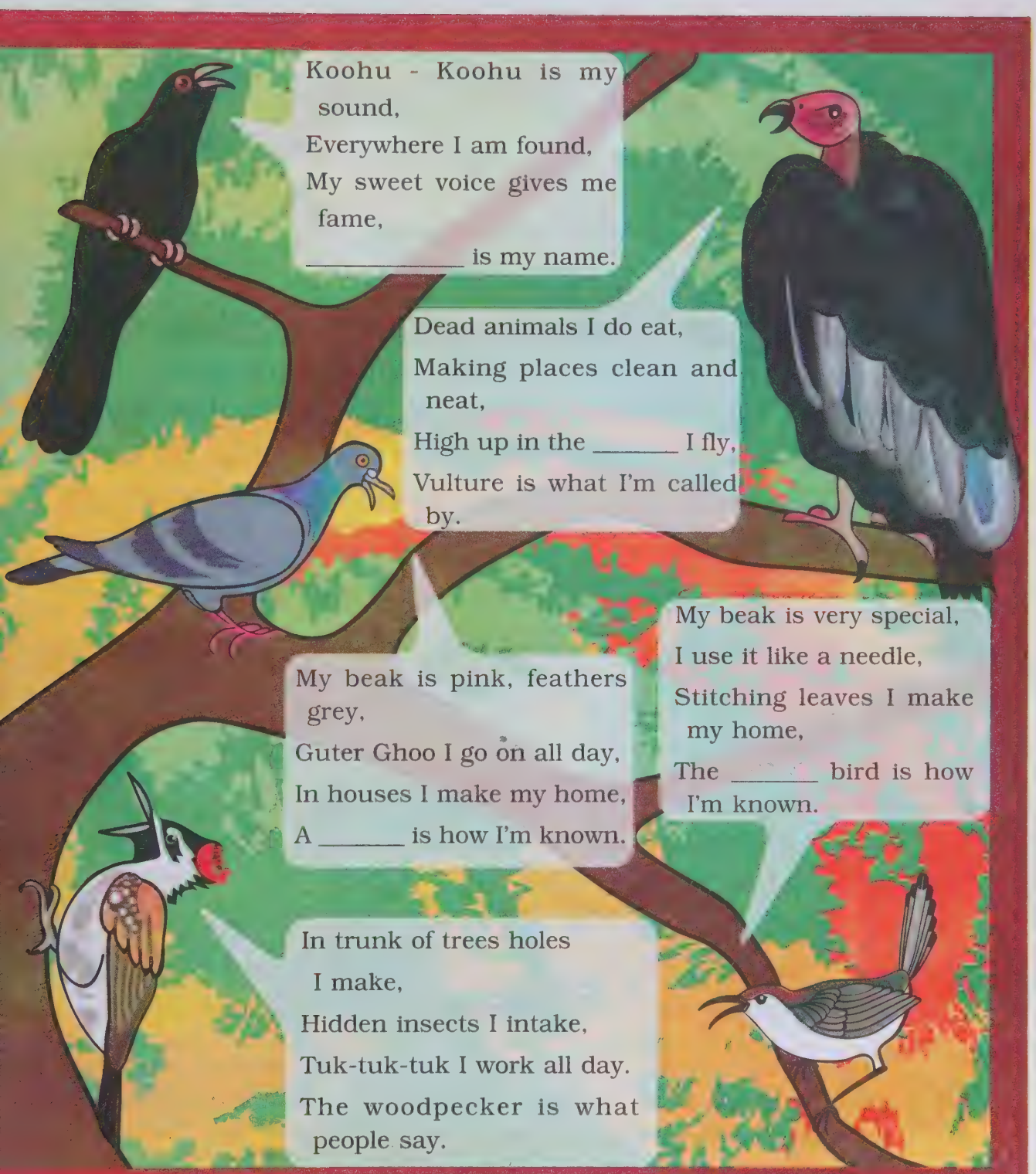


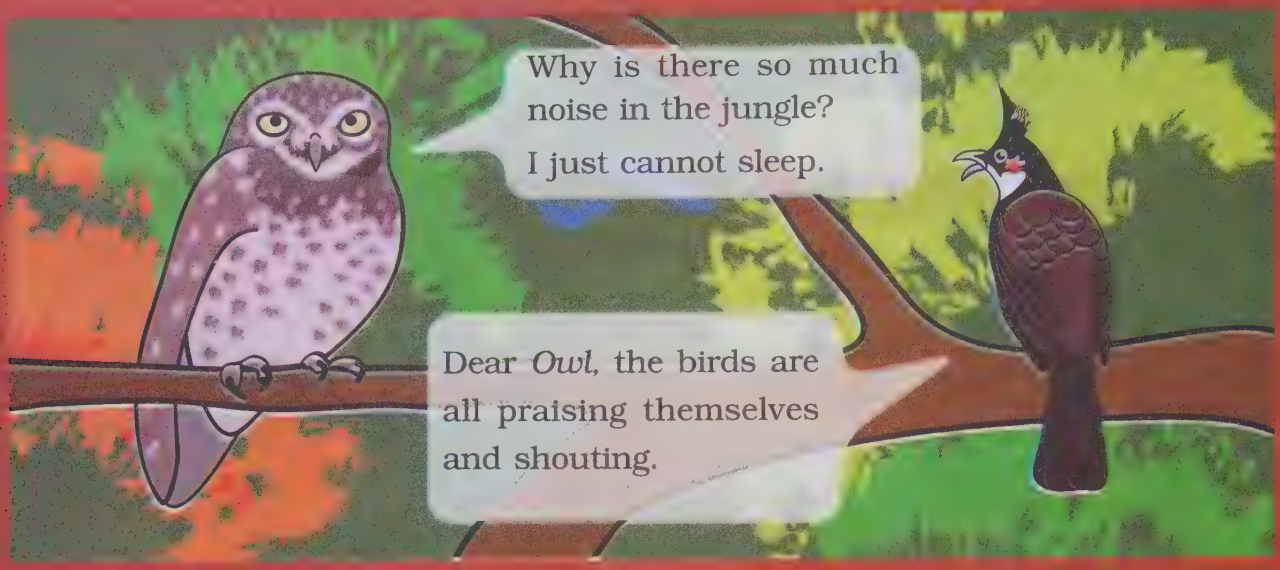
On my head I have a crest,
All say I dance the best,
Of my feathers I am proud,
Before the rain I cry aloud
_____.

Long and grooved is my tail,
High up in the sky I sail,
I pick and eat all the mice.
The _____ is what you call me.

My feathers are green,
My beak's red,
Guava and green chilli I'm fed,
I love to copy people's voice,
And keep making a lot of noise _____.

Black are my feathers and
black is my _____.
kau-kau I do all day long
_____.


Koohu - Koohu is my sound,
Everywhere I am found,
My sweet voice gives me fame,
_____ is my name.
Dead animals I do eat,
Making places clean and neat,
High up in the _____ I fly,
Vulture is what I'm called by.
My beak is very special,
I use it like a needle,
Stitching leaves I make my home,
The _____ bird is how I'm known.
My beak is pink, feathers grey,
Guter Ghoo I go on all day,
In houses I make my home,
A _____ is how I'm known.
In trunk of trees holes I make,
Hidden insects I intake,
Tuk-tuk-tuk I work all day.
The woodpecker is what people say.



The owl said – Stop this hullabaloo. Why are you quarrelling?

We are all special in our own ways. Our claws, beaks, feathers and sounds are different yet we are all birds. If we all looked alike, ate the same food and made the same sounds, think how dull the world would be!

- Which of the birds mentioned in the lesson have you seen? Write their names.

_____ _____ _____ _____

_____ _____ _____ _____

- Now go outside and look for birds on trees, in water, on the ground, in and around bushes. How many birds could you see?
- In the table write the names of birds and '✓' the place where you saw them. If you do not know the names of any bird then write how you would know it.

If the children see the birds outside they can recognise them easily even when drawn on paper. In order to fill in the blanks it is important that the children know the characteristics of birds even if they do not know their names.

Name of the bird	Where you saw it				
	In water	On the tree	On the ground	In the house	Flying
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Have you ever noticed that different birds have different types of beaks.

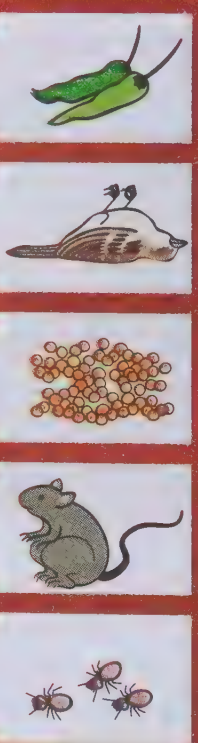
Given here are pictures of beaks of birds. Look at them carefully. Identify the birds and write their names. In the blank space draw a picture of the beak of some other bird, colour it and write its name.

_____ _____ _____

In order to develop children's interest in birds let them observe the birds quietly. They should also learn to note down their observations.

Just as birds have different types of beaks, they also eat different types of food. While some eat fruits, some eat seeds. Some eat eggs, while others eat fish.

Match the birds with their food.



Have you ever noticed that birds fly and walk in different ways. Their neck movements also differ. The *mynah* moves her neck back and forth with a jerk. The owl can rotate its neck backwards to a large extent. Can you move your neck like the owl?

There are some birds which can imitate our voice. Do you know the name of any such bird? Draw its picture in your notebook, colour it and write its name.

Go outside and watch how birds walk and move their necks. Look at their feathers and listen to the sounds made by them. Copy the sounds made by any three birds. Copy their neck movements too. Ask your friends to guess which birds you copied.

The feathers of birds are of different colours, shapes and sizes. Their feathers help them to fly and keep them warm too. From time to time birds lose their old feathers and new ones grow in their place. You must have often seen feathers of birds lying around.

Collect feathers which you find lying around. Study their shape, size, colour and discuss about it. Make the picture of a bird in your notebook and paste the feathers on it. Write its name.

❇ Other than birds, which are the other animals that can fly?

_____ _____ _____

_____ _____ _____

❄ If you could fly like a bird where would you like to go? What else would you do?

_____

_____

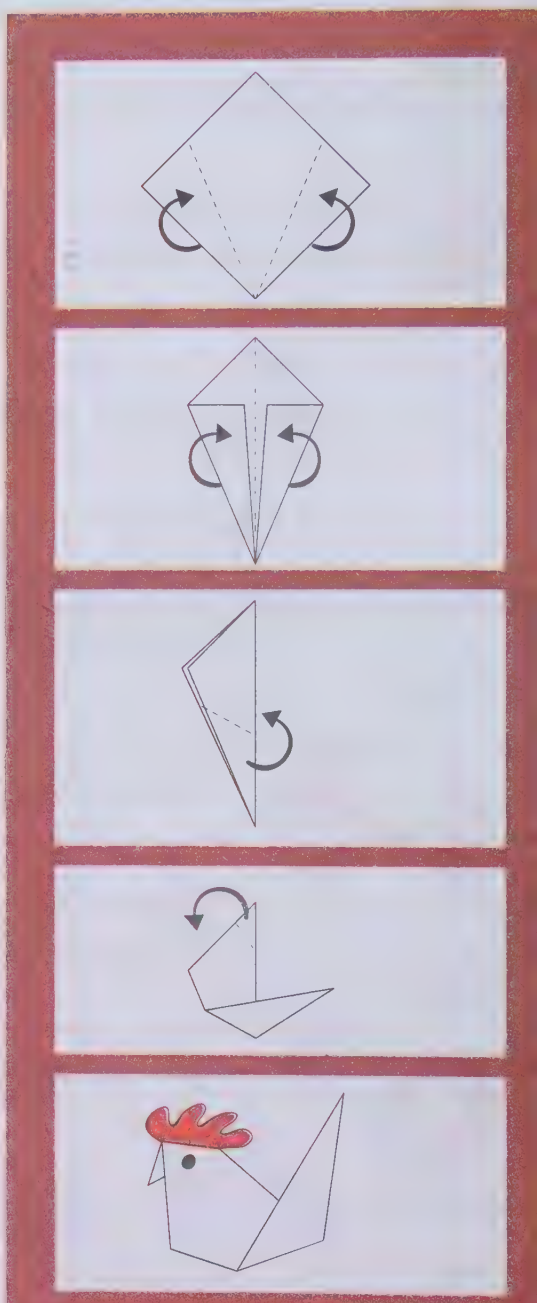
What would happen if birds could not fly but only walk on their feet?

Let's make a cock

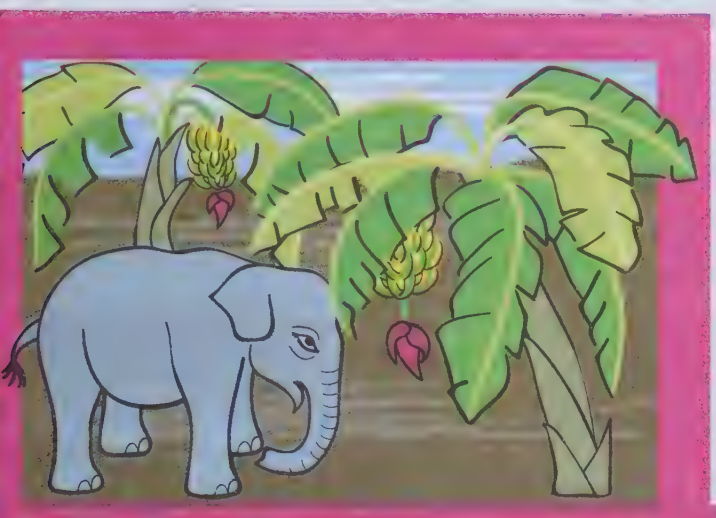
Take a square piece of paper.

1. Fold it along the dotted lines as shown in the picture.
2. Fold the paper into half along the dotted line.
3. Now fold the paper along the dotted line in the direction of the arrow.
4. Fold the paper to make the beak of the cock as shown in the picture.
5. Take a piece of red paper and cut it in the shape of a crest of a cock. Paste this on the head of the cock.
6. Cut a small round circle from a black paper. Paste it to make the eye of the cock.

Now, Your cock is ready!



9 It's Raining



Appu ate bananas

Appu likes bananas very much. He plucks and eats bananas from the trees every day.

One day, he saw that the banana trees were drooping. It had not rained for a long time.

I must get water in my trunk – said Appu.

He started walking towards the river.

Appu drank water till he was happy. He bathed his body with his trunk.

Then he carried water in his trunk and poured it on the banana trees.

As soon as the banana trees got water they came alive.

Appu said – From now on I will get water for you everyday. After all, you also give me ripe and tasty bananas.

- How did Appu know that the banana trees needed water?

_____

_____

- From where do the plants growing around your house get water?

_____

_____

- Appu drank water from the river till he was happy. Have you seen animals drinking water? Where?

_____

_____

- Have you ever given water to any animal? If yes, which animal?

_____

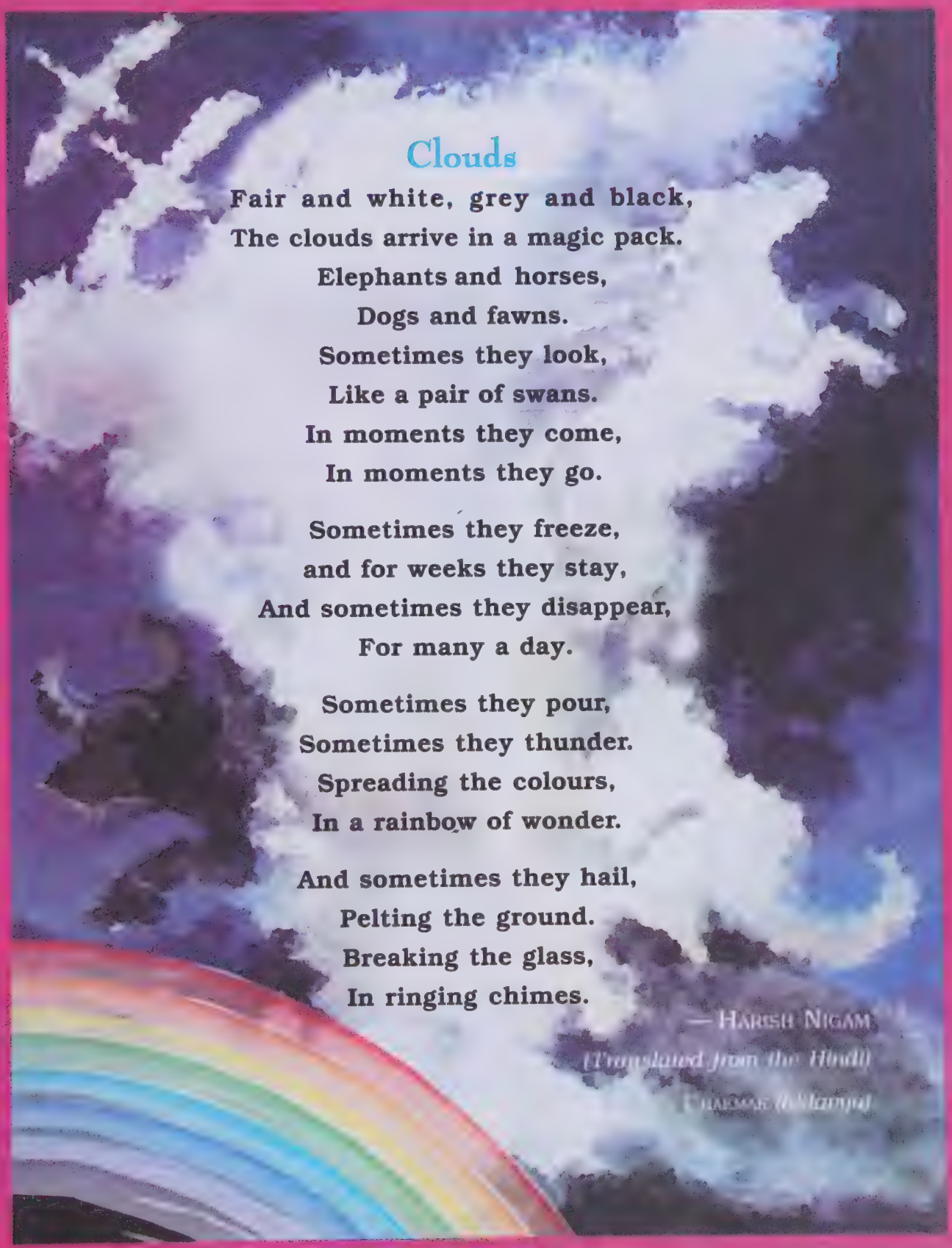
- Some animals are not given water by anyone. From where do they drink water?

_____

_____

You read in the story that Appu watered the banana tree. But elephants don't water trees. Then, where do plants get water from? Plants mostly get water from rain. When it rains plants seem to get a new look.

Let us read a poem.



Clouds

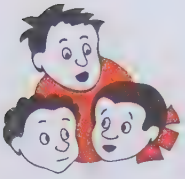
Fair and white, grey and black,
The clouds arrive in a magic pack.
Elephants and horses,
Dogs and fawns.
Sometimes they look,
Like a pair of swans.
In moments they come,
In moments they go.

Sometimes they freeze,
and for weeks they stay,
And sometimes they disappear,
For many a day.

Sometimes they pour,
Sometimes they thunder.
Spreading the colours,
In a rainbow of wonder.

And sometimes they hail,
Pelting the ground.
Breaking the glass,
In ringing chimes.

— Harish Nigam
(Translated from the Hindi)
Chaiman Rishimpal



The poet saw many things in the clouds. Have you ever seen anything in the clouds? What?

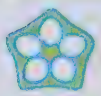
- What all do the clouds do?
- Have you ever seen a rainbow? When can you see a rainbow?
- How do you feel when it rains?
- Apart from clouds, what do you see when it rains?
- What happens when it rains?

When it rains, making paper boats and floating them on water is really fun. Isn't it?

Make a paper boat and float it on water.

Have you had any problems during rains? Have you seen anyone else having any problems due to rains? Draw a picture of your experience in the rain.

When it rains, some are happy, some are sad



By listening to children's experiences related to rain, a discussion can take place on the good and bad effects of rain.

What is Cooking

10

Look at the picture. Colour the spaces which have dots in them. What do you see?

_____ _____ _____ _____

_____ _____ _____ _____

In the picture, you must have found some utensils that are used for cooking. Are there any other utensils used in your house for cooking? Which are they?

_____ _____ _____

_____ _____ _____

What are utensils made of?

_____ _____ _____

_____ _____ _____

Ask some elderly people what kind of utensils were used earlier. What were they made of?

We do not cook all the things that we eat. Find out which things we eat raw and which ones we cook before eating. Which are the things we eat both cooked and raw? Fill in the table given below.

Things that are eaten raw	Things that are eaten cooked	Things that are eaten both raw and cooked

Have you seen a *chapati* being made in the kitchen or any where else? There are so many things to be done for this – taking out flour in a utensil, kneading it into a dough, making small balls of the dough, rolling out the balls and then cooking it on fire. After all this, the *chapati* reaches your plate after so much of effort.

Go to the kitchen and observe something being cooked. What all was done to cook it? Write the sequence. Don't forget to write the name of the item being cooked.Look at the notebook of your classmates and discuss in a group.

Name of the item _____

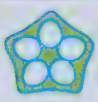
1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

You have seen that food items are cooked in a variety of ways. Some are baked and some are fried. Some are roasted while some are steamed.

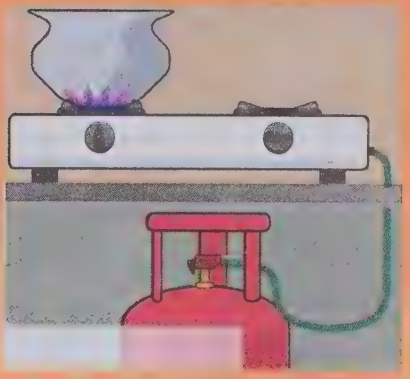
Given below are different methods of cooking. Write the names of two things cooked by each of these methods. Add some more methods of cooking to the list and give examples too.

Method of cooking	Names of things	
Roasting	_____	_____
Boiling	_____	_____
Frying	_____	_____
Baking	_____	_____
_____	_____	_____
_____	_____	_____



Children can consult their family members too. This will develop in them an understanding, that besides the teacher, other people can also be a source of information.

- What is used to cook food in your house? Draw a picture in the notebook and write its name.
- Identify the pictures given below and write their names. What produces heat in each of them? Match the picture with the list. Matching can be with more than one thing also.



Kerosene Oil

Coal

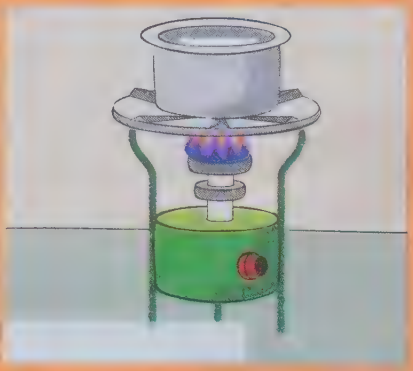
Electricity

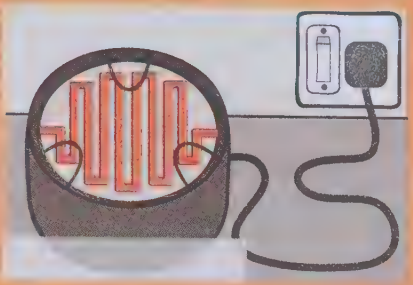
Gas

Wood

Sunlight

Cowdung cakes





Children's experiences on methods of cooking may be interesting. A discussion can be held on how the fuel used in our homes effect the environment.

Make and eat

Soak whole *moong* seeds over night in water. In the morning wrap the soaked *moong* in a wet cloth and cover it. Take it out after a day. Do you find any difference?

Add sliced onions, tomatoes, salt and lemon juice to the *moong* and mix. Share it with your classmates.

Which are the other things you can prepare without cooking? Write their names and the method of preparing them. One example is given below.

1. Lemon Water

Mix sugar in water	→	Add Lemon juice	→	Strain it	→	Lemon water is ready

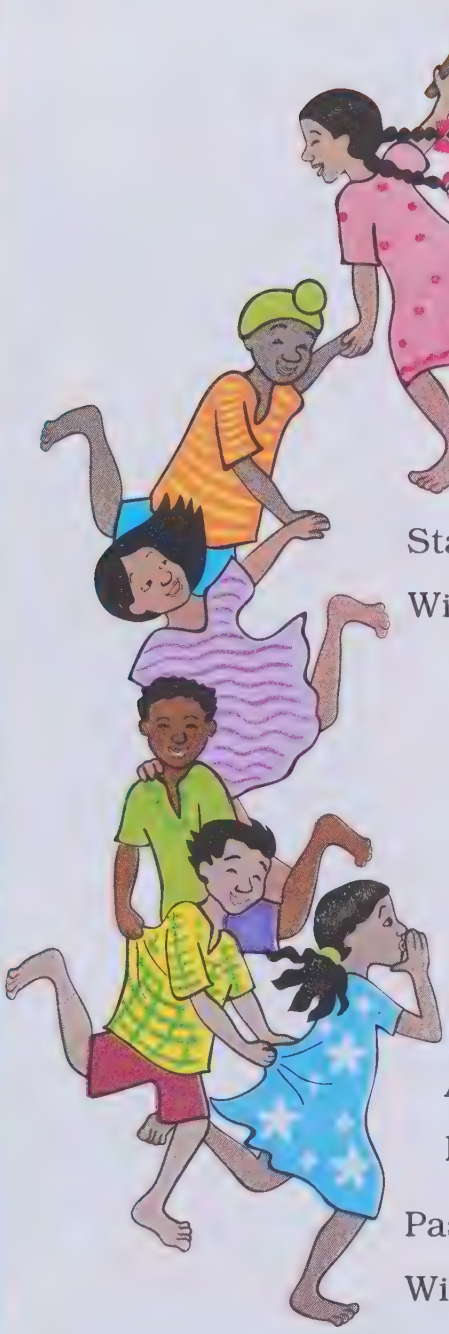
2. _____

	→		→		→	

3. _____

	→		→		→	

Children enjoy preparing food together. They can prepare things depending on what is easily available and what kind of things are eaten in their region.



The Train

Come on children, let's play a game
Climb aboard the chugging train!
Blow your whistles and take your seats
Onto shoulders, if you please!

Forward, backward, backward forward,
But in a line, don't run outward!

Stay in line, and shut your eyes
With open eyes, you'll nothing spy.

Chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!

On roads of iron, we move to and fro,
Here come the lights, and there they go.

Across the meadows, over the hills,
Past aging farmers, temples, mills.

Past village wells and a lush green field
With broken walls, and a potato field.

Chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!

Chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!

Smoky clouds,
Fairs and crowds.
Village fairs,
Riders on mares.
Flocks of birds,
Clustered huts.
Bridges and paths,
Dhobi ghats.
Small tea-shops,
Puddles and flocks.

(Extracts from the Hindi poem 'Railgadi' *by* HARENDRANATH CHATTOPADHYA)

How did you like the poem?

- Have you ever travelled in a train? When?
- Can a train move anywhere? Why?
- What is meant by 'roads of iron'?

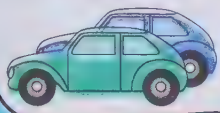
- What places did the train pass by? Make a list.

_____ _____ _____

_____ _____ _____

- Which vehicles have you travelled in? Write their names in your notebook.

Come, let's meet some children and find out how they spent their vacations.

I went to my uncle who lives in Delhi. Earlier, we used to go from the railway station to his house in a . But this time it was great fun. We went by the It which went through an underground tunnel. We did not even come to know that  were running on the road above the tunnel.

It was my *bua's* wedding. I met many relatives. We had a good time eating, drinking and playing. *Bhaiya* came from America in an . Imagine, he came from so far but reached here in one day! Bua looked very beautiful when she was going in the .

I went to my *nani's* house in Kerala. Where she lives, there is water everywhere. From the station, we could have taken a or a to reach her house. Instead, we took a straight to her house. It felt a little strange but we had fun.

We went to Shimla during the vacations.The moved on the zig-zag roads on high mountains. It was very scray when we looked down. We had to walk long distances in Shimla. My *dadi* would get tired very quickly. We would make her ride on the . I never got tired, I enjoyed walking.

My *khala* lives very close to our house. Whenever I feel like going to her, I quickly climb on my and rush to her place. Ma and Chhotu have to take a to go to *nani's* house.

I went to my *mamaji*'s village. From the railway station, there is no bus going to his village. So we went in a . We crossed lush green fields on the way to the village. I loved the sounds of the bells tied around the necks of the bulls.

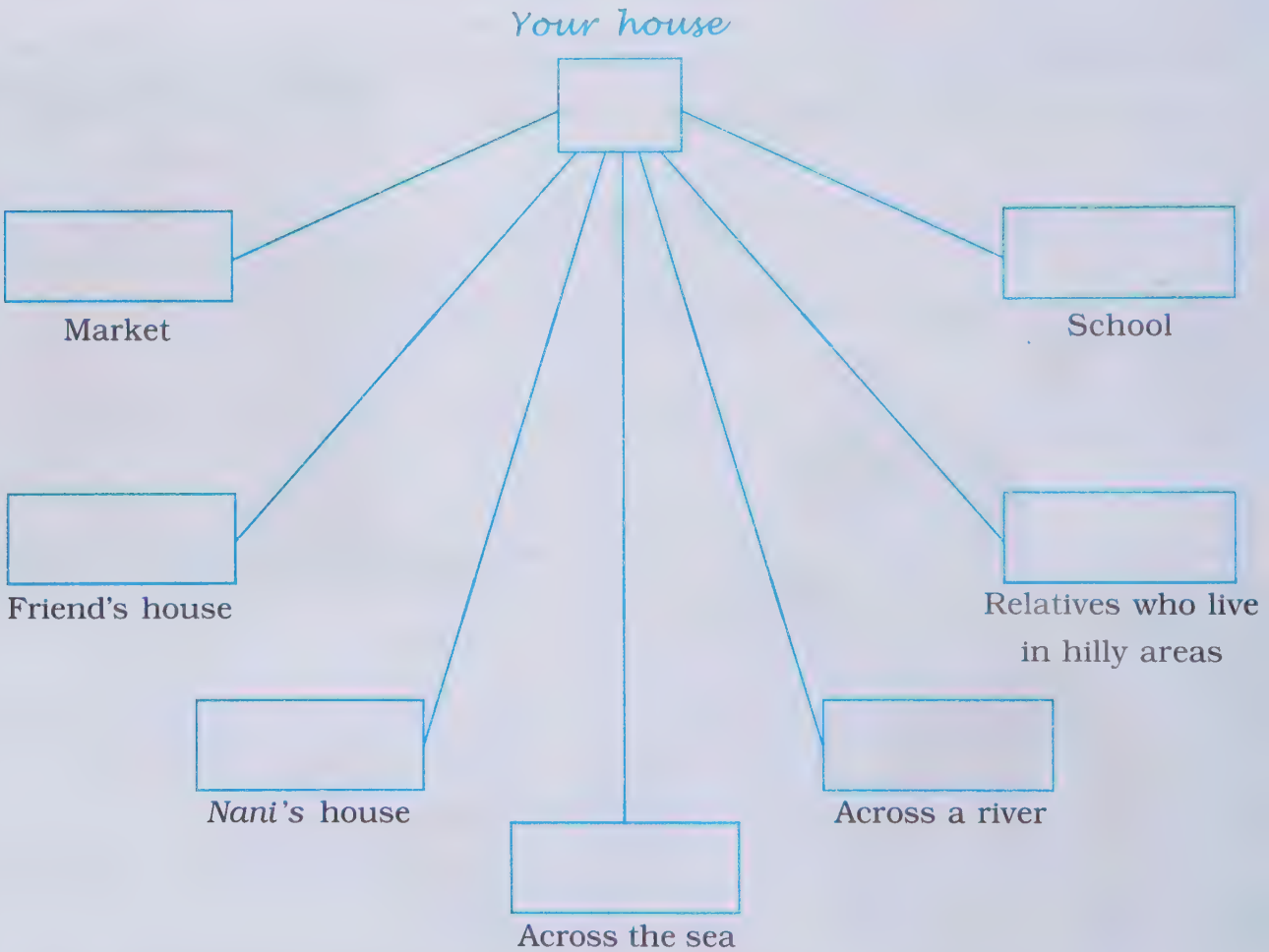
❇ Which all vehicles did the children travel in?

_____ _____ _____

_____ _____ _____

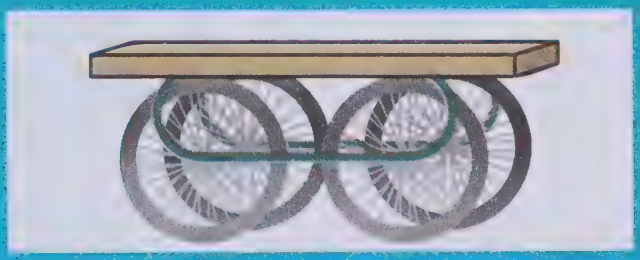
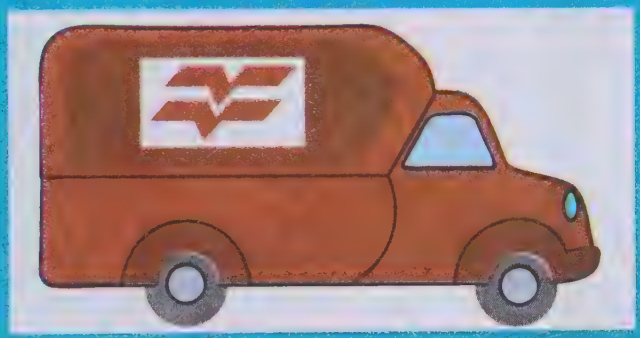
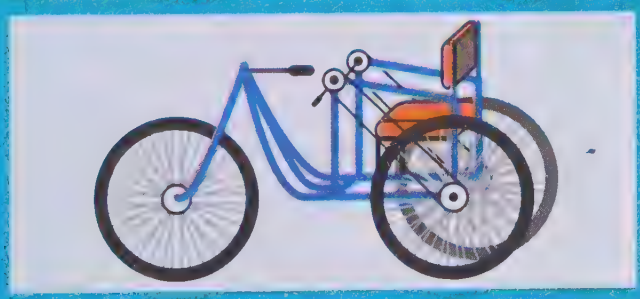
_____ _____ _____

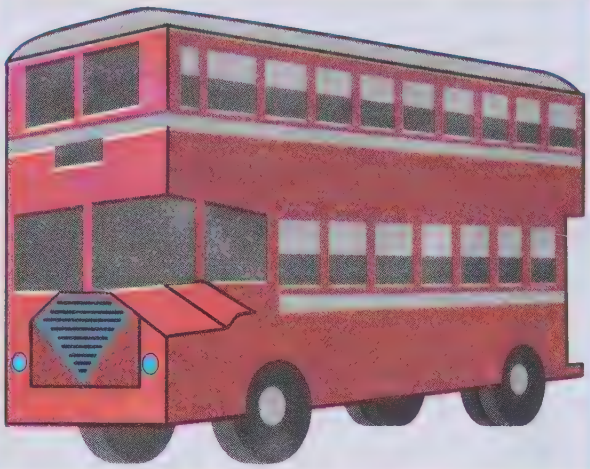
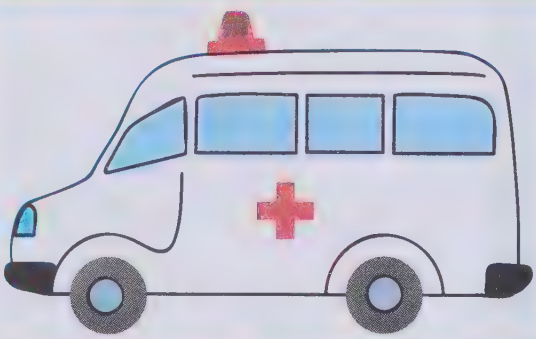
❇ How would you choose to go from your house to the places written below? Write in the box.



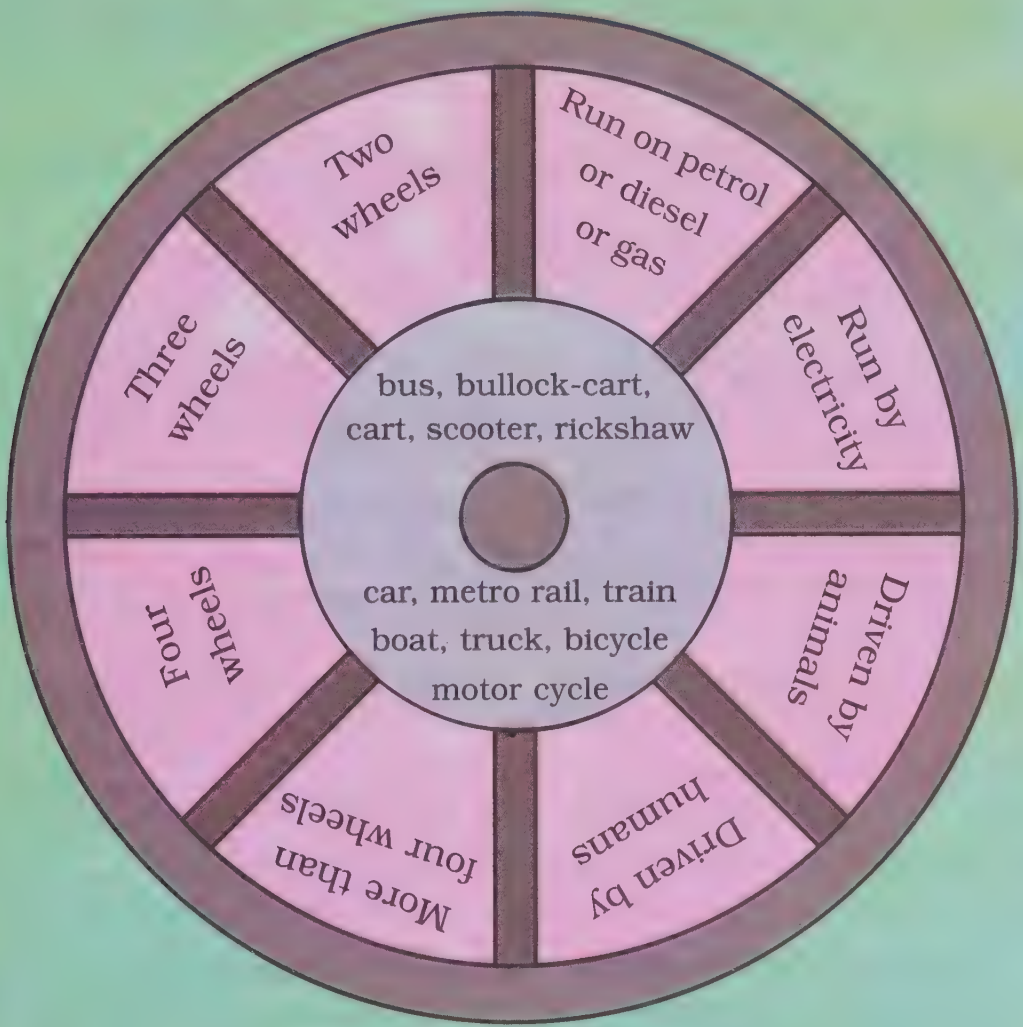
Children would have seen many vehicles in their real life or in films, books, etc. These experiences may help in a discussion.

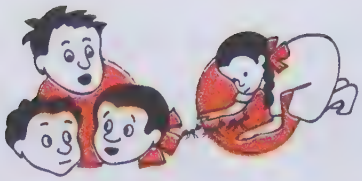
Write in front of each picture what the vehicle is used for. In the spaces provided, draw the pictures of some other vehicles. Write their names and what they are used for. Are all these vehicles used for our travel?

Vehicle	Used for
	
	
	

Vehicle	Used for
	
	

Names of some vehicles are given in the centre of a wheel. Join these on one side to the number of wheels each vehicle has and on the other, join them to what is used to run them.


Two wheels
Run on petrol or diesel or gas
Three wheels
Run by electricity
bus, bullock-cart, cart, scooter, rickshaw
Four wheels
Driven by animals
car, metro rail, train boat, truck, bicycle motor cycle
More than four wheels
Driven by humans



Find out from your elders – How did people travel fifty years ago? Were the present means of travel available at that time also?

Can you imagine which vehicles people will use for travel twenty years from now? Ask your family members and friends and fill in the table. You can add more –

Whom you asked	Their answer
You	_____
Friend	_____
Chacha	_____
Teacher	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A discussion based on the information obtained from the elders will help the children to understand the changes that have come in vehicles over time. That is why in the book, children have been encouraged to ask their grandparents again and again so that they understand the changes that have taken place with time.

Your own train

With the help of the picture make a toy-train using empty matchboxes.

If anybody makes a 'chhuk-chhuk' sound you know at once that it is being made for a train.

From the sounds given below can you tell which vehicle it is? One example is given.

Chhuk–Chhuk	Train	Peen-Peen	_____
Pon–Pon	_____	Tup-Tup	_____
Gharr–Gharr	_____	Tring–Tring	_____

- These are the sounds of single vehicles. How does it sound when many vehicles run together on the road making different noises? Isn't there a lot of noise?
- Where have you heard the maximum noise?
- Do you like so much noise? Why?

To make the toy train, tins can be used in place of matchboxes. For making wheels, bottle caps or buttons can be used.

- What all can you see in the picture?

_____

_____

- Which vehicles can you see in the picture?

_____

_____

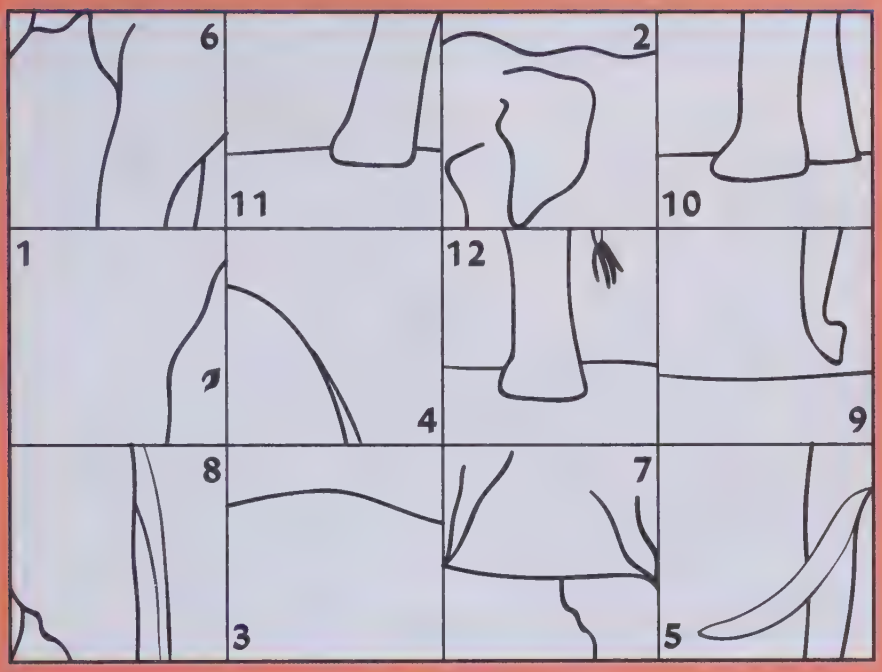
- What are these vehicles usually used for?

_____

_____

With the help of the picture a discussion can be initiated on situations requiring emergency services.

Look at the boxes in the picture on the top.
Draw them in the correct sequence in the bottom boxes
and colour. What did you get? Write its name.



1	2	3	4
5	6	7	8
9	10	11	12

Work We Do

12

Like other days, Balbir reached the tea stall after his breakfast. His brother Satvinder who had come from the village was also with him. The worker at the tea stall gave him a cup of tea and said – Here is today's newpaper.

How do you spend your whole day sitting here? Don't you get bored – asked Satvinder?

Oh no! One does not realise how the time flies. Look at that group of children. As usual, they are late for school. Everyone is running! The teacher is also late today. Oh! it seems her sandal has broken. She is going to Jaggu *Bhai*, to get it repaired. It's good for him, he will get some money early in the morning.

Before starting the lesson the children should be given an opportunity to observe and understand the picture. It is important to develop the skills of picture reading (observation) in children.

Champa is sitting there with her basket full of flowers. The lady working in the post-office buys flowers from her everyday.

The construction work has started again. The truck is bringing materials. The workers will again be busy the whole day.

Look there, the doctor and the nurse are entering the hospital together.

See Ramulu with his fruit – cart. These days he also brings Chinamma with him. Chinamma runs around – delivers fruits and collects money.

Nanu, the barber has laid out his shop – but whom will he shave?

Right in the middle of the crossing stands Iqbal Singh. Throughout the day, he blows his whistle and keeps shouting – move your vehicle from here, whee _ _ ee _ _ ee _ _, Hey, have you not heard me _ _ take the cart away.

Saying this Balbir put down his empty cup and walked to a nearby shop.

Act out what people would do at a crossing or in a weekly bazaar.

- Look carefully at the picture and write what work is being done by different people.

_____ _____

_____ _____

_____ _____

_____ _____

What kind of work do people in your neighbourhood do? Name any five. What are these workers called?

Work	What they are called
Repair cars and scooters	mechanic
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In the picture on the first page of this lesson, some buildings have been shown. In the list below put a red ◯ on the names of these buildings. Also, put a green or yellow ◯ on the names of those buildings that are in your neighbourhood.

Post Office	Hospital	Temple
Telephone booth	School	College
Government office	Church	Multi-storeyed building
Dharamshala	Hotel	Bus stand
Cinema hall	Police station	Bank
Petrol pump	Shop	*Gurudwara*
Mosque	Railway station	Court

❄ Write the names of any five buildings and the work done in them.

Name of the building	Work done
Hospital	• Treatment of patients • Vaccination of children
_____	_____
_____	_____
_____	_____
_____	_____

In the picture you saw many people work together to build a new building. School is also one such place where many people work.

❄ Write what work is done in the school.

_____ _____

_____ _____

_____ _____

❄ Are there any children in the picture who are not going to school? What are they doing?

_____

_____

Household work

Deepali is also one such girl who does not go to school. Let us read about her.

Deepali is the eldest child in her family. Her father sells vegetables. He leaves for the *mandi* very early in the morning. Her mother washes utensils in some houses. She also leaves for work early in the morning. Deepali cooks food for her brothers and sisters. She cleans the house and also washes the utensils. She is very fond of listening to the radio. She listens to songs while she works. After finishing the work at home she goes to leave her brother with their father. She then takes her younger sisters, Suman and Sheila to school.

After that Deepali helps her mother in her work. In the afternoon, she brings her brother and sisters back home. In the evening she plays with other children in the neighbourhood. Her mother comes back home late in the evening. Deepali helps her mother cook dinner for the family. Her father comes home very late at night.

At night Deepali loves to lie in bed and read her sister's school books. She has studied upto class three. Three years back when her little brother was born she had to stay back home to take care of him. She could not study any more. She feels that reading books helps her to relax. Given a chance, even today, she would like to go back to school.

❄ What work does Deepali do in her own house?

_____ _____ _____

_____ _____ _____

- Do you also do household work? If yes, what?

_____ _____ _____

_____ _____ _____

- Besides household work do you do any other work at home? If yes, what?

_____

_____

Given below are some daily activities. Show on the face of the clocks, at what time of the day you do them.

Wake up in the morning

Go to school

Return from school

Sit down to study at home

Go to play

Sleep at night

- Which of your family members do household work? What work do they do?

Family members	Work they do

- Which of your family members work to earn money?

Family Members	Work they do

Which of your family members do work but do not get money for it?

The message that should emerge through discussions is that all the different kinds of work are equally important. No work is better or worse than any other. When talking about the roles of family members if there is any gender bias, discuss the reasons for the same.

Find out from your grandparents what work they did when they were children.

_____ _____ _____

_____ _____ _____

Saramma asked her grandmother (*Nani*) the same question. Nani replied – When I was a child I would help my elders to collect firewood, make cowdung cakes and plaster walls with cowdung. But now we have a stove that works on gobar gas. The floor and the walls of our house are cemented. There is no need for Saramma to do some of the jobs that her grandmother did in her childhood.

You had written about the work you do and the work done by your elders in their childhood. Is there a change?

Deepali had to leave school to do household work. Find out if there are any children in your neighbourhood who are over five years and do not go to school.

Talk to any two children and find out why they do not go to school.

Name of the first child _____

Reason for not going to school _____

_____

Name of the second child _____

Reason for not going to school _____

_____

Sharing Our Feelings

B

After returning home from school, there are two people with whom I like to share all my news. They enjoy listening to my tales.

The first person is my *nani*. She is always anxious to listen to me. She waits for me to return from school. She is quite old and often has back pains. She cannot see or hear well. Everyday in the morning, papa reads the newspaper aloud to her. She does the rest of her work herself. If someone tries to help her she gets very upset.Though she cannot see properly she is very fond of cutting vegetables. She says – these days children do not know how to cut vegetables properly.

The second person is my Ravi *bhaiya*. He lives with us. I call him Ravi *bhaiya* and he calls my parents –*bhaiya-bhabhi*. I do not know what our relationship is but he is a very loving brother. He is always ready to answer my questions. He never says – I will tell you later.

Ravi *bhaiya* teaches in a college. The students of the college respect him a lot. A few of them come home to study from him. Ravi *bhaiya* is very fond of listening to music and taking part in plays. He enjoys chatting with his friends and going out with them.

He has a good sense of humour and makes all of us laugh.

Bhaiya carries a white stick when he goes out. Looking at him, moving around in the house, no one can say that he cannot see. He likes to do all his work himself. If someone tries to help him against his wish he gets angry. Whenever he needs any help, he asks for it.

Some of *Bhaiya's* students take books from him and return them after recording them on tapes. Ravi *bhaiya* listens to these tapes.

Bhaiya has many other books too. The pages of these books are thick and have rows of raised points (dots). He reads by running his fingers on the raised dots.

To have fun with *bhaiya*, I sometimes change the place of his stick. He does get upset but never gets angry. After all, I am his favourite sister – Seema.

I had hardly reached the door that *bhaiya* spoke up – Seema, you seem to be very happy today.

Bhaiya recognises not only me but all the other family members from the *sound* we make as we move. He can even tell whether I am happy or sad.

Bhaiya! Finally I am in the football team – I shared my news with him. He patted me and said lovingly – From today, you are my football coach!

- Seema's father reads the newspaper aloud to her *nani*. How do you help old people?

- What kind of problems do people have in old age?

Children take interest in stories. Children can be sensitised by discussing the characters in this story.

- How does Ravi *bhaiya* come to know so many things without seeing?

- Have you ever needed a stick? When?

- Can you think when you may need a stick?

- How do we help those people who cannot see?

Is there any member in your family who cannot see, speak or hear? Do you know any such person? How do people help them with their work?

You read in the story that Ravi *bhaiya* cannot see. But he does all his work on his own. He studies from a different kind of books. To understand how he is able to do his work, close your eyes and play this game.

Blindfold

Blindfold any one child in the group. One by one, the other children come to him or her quietly. The child who is blindfolded has to guess who the other child is, by touching him or her. Take care not to make any sound. Do you know why?

In the same way, one by one, blindfold all the other children. Each one has to try and guess by touching who the other children are.

We can understand the problems of others better by putting ourselves in their situations.

Discuss and tell

- How many children could recognise the others by touching ?
- How many children could recognise the other children by only hearing them?
- Which was easier of the two?

- Touch and tell how many teeth are there in your mouth? Which students in the class have the maximum number of teeth?
- How many things can you recognise by only touching?
- Close your eyes and listen. What sounds can you hear? Which people can you identify from the sound they make as they move?
- By just smelling can you guess if it is someone close to you?

There is a special way of reading and writing for people who cannot see. It is called **Braille**. It is written on a thick paper by making a row of raised points (dots) with a pointed tool. Braille is read by running the fingers on the raised dots.

- Let us see whether it is difficult or easy to recognise a shape without seeing it.

Take a sheet of sandpaper. Make a shape on it by pressing a piece of thick wool or thick thread on it. Ask your friend to close her/his eyes and identify the shape by running her/his finger on the sheet. Ask your friend, was it easy or difficult?

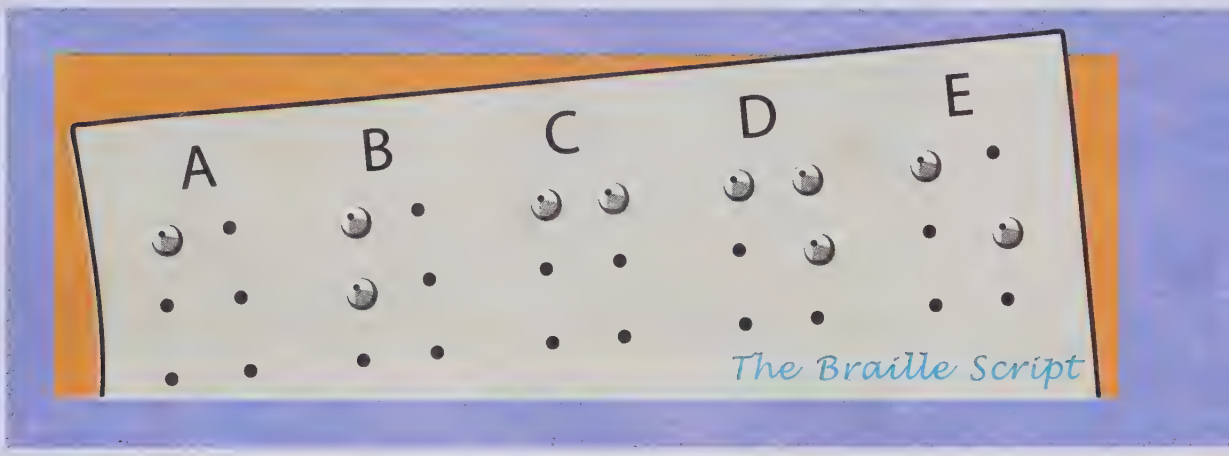
- Ask your friend to make a shape on the sand paper in the similar way. Now, you identify it by feeling with your fingers.

Take a thick piece of paper. Make an outline on the paper with the help of a compass or a needle. Make dots at a short distance

on the outline drawn. You can see that the paper is raised on the other side. Now, ask your friend to close his or her eyes and feel with the fingers to tell what you have outlined. Isn't it difficult? Think, about how people who cannot see are able to read.

Let us learn about Braille

You have seen that Ravi *bhaiya* reads special types of books. How were these books made? Who first thought of these books? Let us find out about it.



The Braille Script

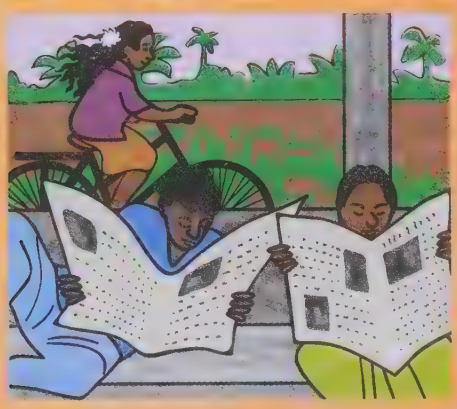
Louis Braille belonged to France. One day, when he was three years old, he was playing with his father's tools. Suddenly, a pointed tool hurt his eyes. He lost his eyesight. He had keen interest in studies. He did not give up. He kept thinking of different ways to read and write. Finally he found a way – reading by touching and feeling. This way of reading later came to be known as the **Braille script**.

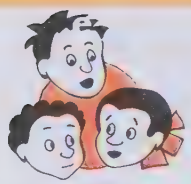
In this type of a script, a row of raised dots are made on a thick paper. Because these dots are raised they can be read by running the fingers on them. This script is based on six points. The Braille script has undergone may changes these days. This has made reading and writing simpler. Braille can now also be written using the computer.

If you show the children the actual Braille script they will be able to understand it better.

The Story of Food

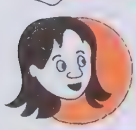
14

Venu's Family	Rani's Family
	



Look at the pictures given above.

What kind of work are people doing in both the families?



Is your family like any one of these families? If yes, like which one? How is your family like their's?

Discuss carefully and sensitively the issues such as defined gender roles etc. Allow children the freedom to question these without hurting the feeling of others.

If not, let us talk about your family.

- Do all the people in your family eat together? If not, why?

_____

_____

- Who eats last in the family?

_____

- Who does not help in cooking food in the family and why?

_____

_____

- In the table, some of the work done in the house has been mentioned. Find out who does them in your house and who does them in your friend's house. You can add some other work also to the list.

Work	Who does the work	
	In your house	In your friend's house
Cooking food	_____	_____
Buying things from the market	_____	_____
Sweeping	_____	_____
Cleaning the utensils	_____	_____
Filling water	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

❊ Who does more work?

In your's house _____
In your friend's house _____

Where does what we eat come from?

The names of some food items are given below. Add some more names to the list. Draw a green ◯ around those items that we get from plants. Draw a red ◯ around those items that we get from animals.

Honey	Turmeric	Fish	_____
Corn	Milk	Lemon	_____
Spinach	Potato	*Ajwain*	_____
Egg	Meat	Banana	_____
Tomato	Onion	_____	_____

When you are sick, do you take any medicine which we get from plants? What do you take when you

- get hurt _____
- have a stomachache _____

Help children to identify plants which are available in their immediate environment and are used as medicines. This will enhance their traditional knowledge of medicinal plants.

- have cough and cold _____
- have a toothache _____

Choose the correct basket for each item. Draw a line to match.

In this exercise names of some parts of plants eaten as food are given. More names can be added to the list during discussion.

15 Making Pots

Once there was a sparrow called Phudgudi and a crow called Bhanate. They were fast friends. One day Bhanate said – O Phudgudi! If you lay eggs first then I will eat them and if I lay eggs first then you can eat them. Agreed!

Phudgudi agreed.

A few days later Phudgudi laid an egg.

Bhanate said – Give me your egg. I will eat it. Do give it. Give it! Give it.

Phudgudi was scared. She said – Yes, but I want you to first go and wash your beak in the river.

Bhanate went to the river bank and said to it – O river!

Yes, brother – said the river.

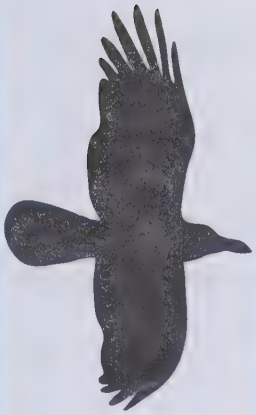
Bhanate – O river, please give me some water.

With cold water,
I'll wash my beak.
Eating the egg,
is what I seek.

The river said – But how will you fill water? Get a pot.

Bhanate went to the potter and said – O potter ! please give me a pot.

In the pot,
I will get water from
the river.
With cold water,
I will wash my beak.
Eating the egg,
is what I seek.



The potter said – But how do I make a pot? Go and get some clay from the clay-pit.

Bhanate went to the clay-pit and said to it – O clay-pit! please give me some clay.

The potter will make a pot
for me.
I will fill water in the pot.
With cold water,
I will wash my beak.
Eating the egg,
is what I seek.

The clay-pit said – But how do I dig the soil? Get me a **trowel** from the blacksmith. Bhanate went to the blacksmith and said to him – O blacksmith!

The blacksmith said – Yes, brother Bhanate. What do you want?

Bhanate said – Please give me a trowel.

The clay-pit will dig out clay for me with the trowel. I will get a pot made and get water in it.
With cold water, I will
wash my beak.
Eating the egg,
is what I seek.

The blacksmith said – Sure, you can take the trowel but do remember to return it.

Bhanate took the trowel and went to the clay-pit. It dug the soil and got some clay. The potter made a pot for him. Bhanate filled water in the pot and washed its beak. He then ran to eat Phudgudi's egg.

By that time, the sparrow's egg hatched. A little bird came out of it and flew away. Far away from Bhanate.

(Based on the Bhojpuri story written by ANNAPURNA SINHA*)*

By enacting the story, children will enjoy and also understand the sequence of events.

- Why did the crow need a pot?

_____

_____

- Who all helped the crow to make the pot?

_____

_____

- What things did the potter need?

_____

_____

- Are there utensils made of clay in your house? Which are these?

_____

_____

If someone gives you clay, will you be able make some utensils from it?

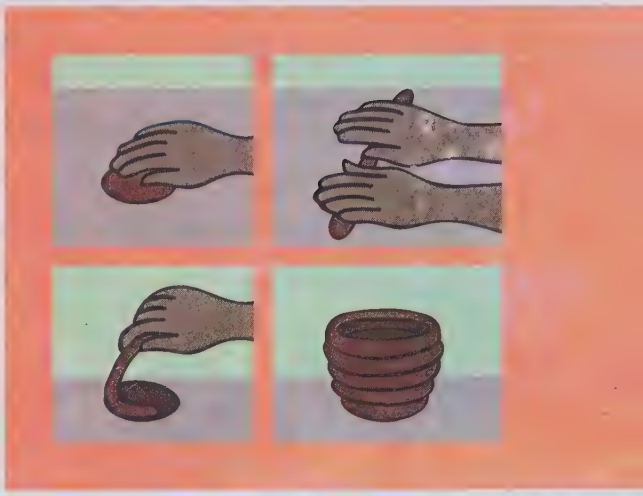
A bowl from a ball of clay

Knead clay and make a big ball.
Using your thumb make a small pit in the centre by pressing so that it looks like a bowl. Leave it to dry and then decorate it. You can put things you like in this bowl.

❊ A bowl from a roll of clay

Knead some clay with water. Keep aside some clay mixed with water. This will serve as glue to bind two different pieces of kneaded clay.

Take a part of the kneaded clay and roll it like a thick *chappati*. This will be the base of the bowl. Roll the rest of the kneaded clay like a snake. Fix the clay snake on the base to make a pot as shown in the picture.



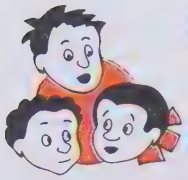
❊ A pot from a chapati of clay

Look at the picture and make a pot.

- ❊ What will happen if you store water in these pots overnight?
- ❊ We often keep water in a clay pot at home or in the school. Why do these pots not get spoilt by the water?

Have you ever seen bricks or pots being baked in a kiln?

The clothes of the children will become a little dirty while making pots with clay, but they will enjoy 'learning by doing'.



- Long, long ago, when people did not have any pots, what did those people do?
- Why would people have made pots?

Imagine – one day all the pots disappear from the world. What will happen in your house?

_____

_____

_____

_____

_____

_____

Do you Know?

Many, many years ago, there was a time when people had no pots. They started feeling the need to store and cook food. After a lot of effort and thinking, people learnt to make pots. In the beginning, pots were made of stone and clay. People made pots of stones by digging and scraping stones with their hands. They made pots of clay by kneading the clay and shaping them with their hands. People also discovered that clay pots could be made stronger by baking them in fire.

Games We Play

16

All the children were playing **stappoo (hop-scotch)** in the lane. Avantika and her sister Nandita were also playing. But Nandita was not able to play the game in the right way.

Avantika: Listen to me carefully, Nandita. Understand the game. Throw the **marker (*thippi*)** in the first box. Then on one leg jump over this box into the next one. Keep in mind, you can put both your feet down together only in the boxes marked 4-5 and 7-8. Take care, your feet should not touch the lines. If it touches you are

In the lesson, the names of some local games like hop-scotch, seven tiles, etc., and the things used to play them, like the marker have been mentioned. Since many of these games have their own local variations and names, a discussion on those will make the chapter more relevant to the child.

out of the game. When you reach the last box, turn around. When coming back, pick up the marker and bring it back. Now, throw the marker in the next box. Similarly, keep throwing the marker in all the boxes one by one and continue the game.

The children started playing again. Since long, *Chachi* was watching them play. She too felt like playing with them. She could not keep herself from asking — Can I play with you?The children laughed aloud.

Avantika : *Chachi* ! You will play?

Chachi : Do you think I do not know how to play hop-scotch? At your age we played so many different games.

Nandita : Which games did you play, *Chachi*?

Chachi : *Langrhi-taang*, hide and seek, seven tiles and so many more! In *kabaddi* our team was the best among ten villages.

Rajat : *Chachi*, how did you get so much time? We hardly get any time to play.

Chachi : You are so busy watching T.V. all the time.

Nandita : *Chachi*, did *Chacha* play these games too?

Chachi : Your *Chacha* says that he used to play marbles, seven tiles, wrestling, *kabaddi*, *gilli danda* and so many other games the whole day. While flying kites, he would even forget his meals.

Nandita : *Chachi*, do come and play.

Chachi started playing with the children. They had been playing just for a short while when it started raining.

All the children : Oh, no!

Chachi : Let us go to my house. We'll play inside.

The children were happy to hear this.

All the children : Come on! Let us go to *Chachi's* house to play.

The children came to *Chachi's* house. Inside the house *chacha* and *bua* were playing chess.

Avantika : What should we play?

Rajat : Let us play "house-house."

Many children : Yes, let's play "house-house."

Rajat : If we had a doll, we could have played with it.

Chachi : Do you want a doll? Let us make one right away.

Chachi took out some old cloth. With *Chachi's* help children made a doll. Some children wanted to play carrom and others ludo. They formed groups and started playing.

Write the names of all the games mentioned in the lesson in the table below. Make a ⌂ in front of those games that are played indoors. Against the outdoor games make a ♣. Don't forget to write the number of players needed for the game. If some other things are also needed to play the game, then write their names as well.

Names of the games mentioned in the lesson	⌂/♣	Number of players	Things needed

Some children might need help to fill the table. Encourage the children to help each other. Children easily learn a lot from each other.

Do you play any game similar to hop-scotch? What do you call it? Draw the figure that you make to play the game in the space below.

❄ Do you play some games with your family members? Which games and with whom?

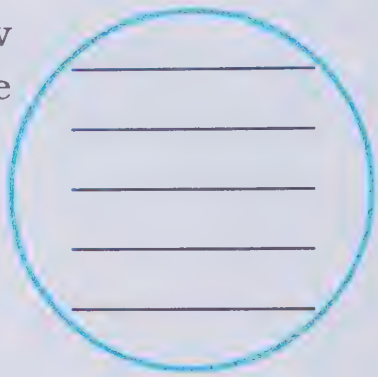
Family member	Name of the game
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Do you know the name of any famous sports person in your area? If yes, write her or his name and the game with which she or he is associated.

_____

_____

- How many games do you know which are played with a ball? Write their names in the ball.



- Have you heard of Sania Mirza? She also plays a ball-game. Find out which one and write it's name.

_____

- Which game do you like the most?

_____

Find out from the elders in your family or in the neighbourhood –

Which games did they play when they were children?

_____ _____ _____

_____ _____ _____

Collecting information on famous local sports persons will increase children's knowledge of games and also develop their respect towards these people.

Match the riddles with the pictures. Write the name of the game in the given space.

Small and coloured are these glass balls,

To win the game you have to aim with them all.

_____

It has no wings but it can fly,

High, high up in the sky.

_____

King, queen, ace and jack,

Fifty two of them make a pack.

_____

Fours and sixes if you can get,

A century is sure, I can bet.

_____

If you land on a snake, do not frown

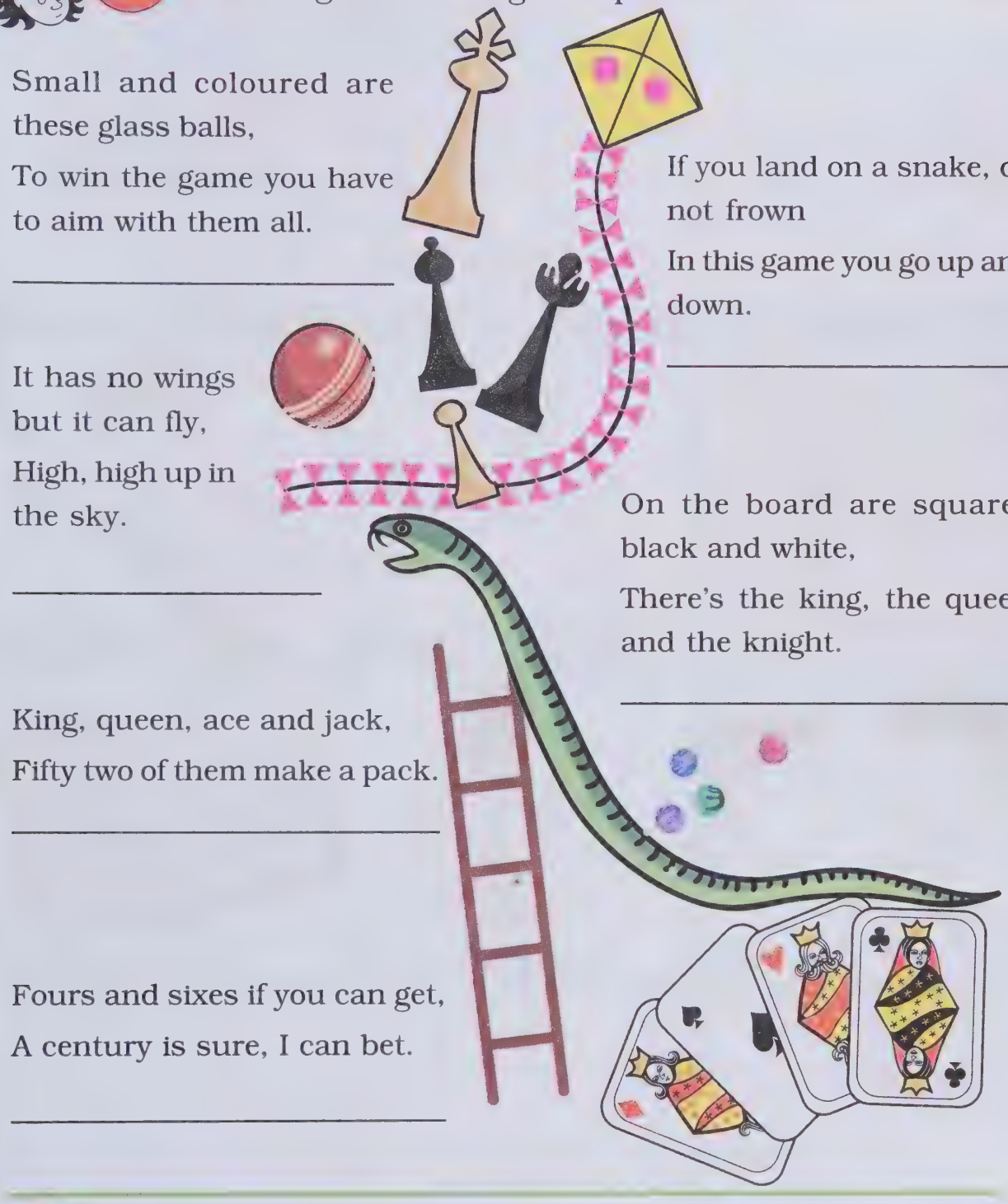
In this game you go up and down.

_____

On the board are squares black and white,

There's the king, the queen and the knight.

_____



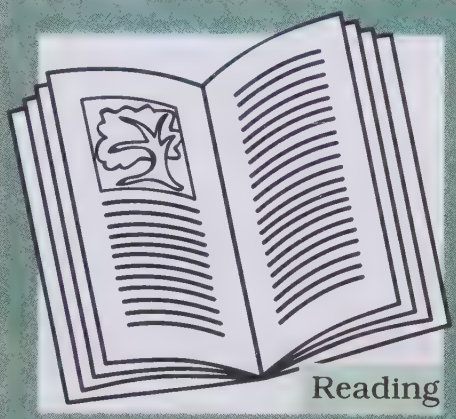
Children would have played some of the games mentioned in the lesson. Some of the games they have seen, heard, read or seen in movies and plays. All these can be included in your discussions.

Besides playing, what else do you do?

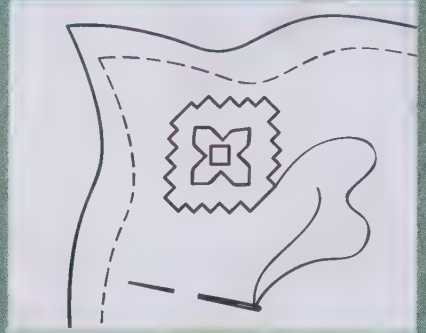
_____ _____ _____

_____ _____ _____

Besides their work, what else do your family members do? Colour the pictures which show what your family members do in their free time. If you want to add more you can write or draw in the blank spaces.



Reading



Stitching and embroidery

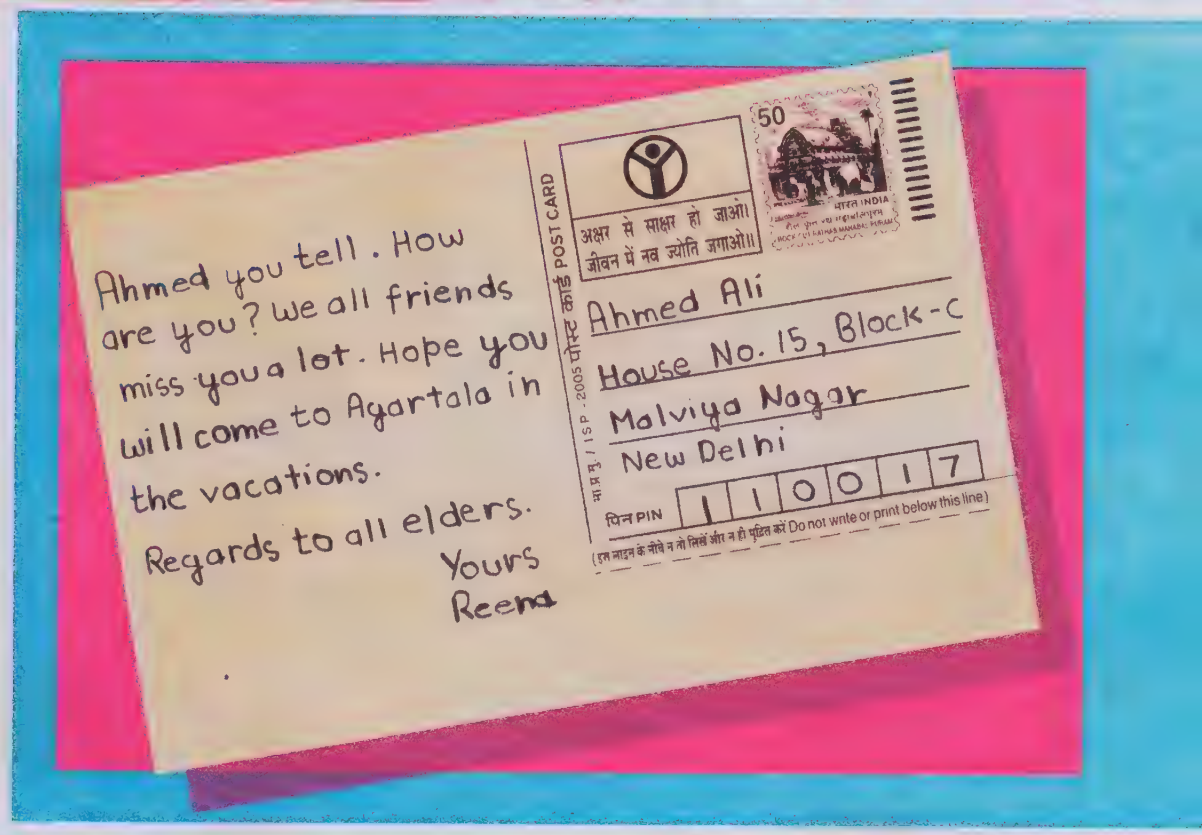
Dancing

Chatting

Looking after plants

Collecting stamps

Here Comes a Letter

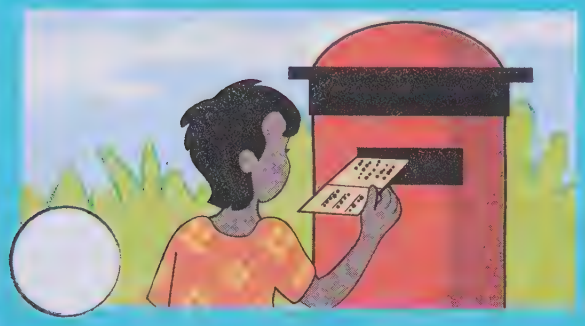

Ahmed you tell . How
are you? We all friends
miss you a lot. Hope you
will come to Agartala in
the vacations.
Regards to all elders.
Yours
Reena
50
भारत INDIA
अक्षर में साक्षर हो जाओ।
जीवन में नव ज्योति जगाओ।।
POST CARD पोस्ट कार्ड
Ahmed Ali
House No. 15, Block-C
Malviya Nagar
New Delhi
पिन PIN 1 1 0 0 1 7
(इस लाइन के नीचे न तो लिखें और न ही मुद्रित करें Do not write or print below this line)

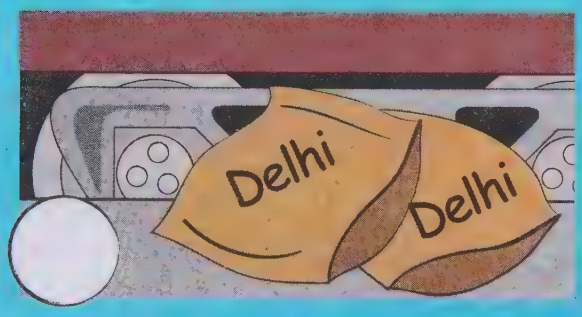
I am a letter. A letter written with a pen and paper by Reena to her friend Ahmed. I was put in a letter box. The postman took me out and put me in a big bag. Taking a ride on the postman's bicycle, I reached the post office. There, I was taken out of the big bag and stamped hard. The stamp was of Agartala, from where my travel began.

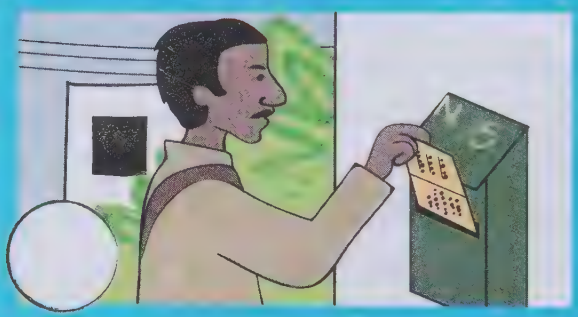
After getting stamped I reached another big bag. This bag had many more letters, all heading for Delhi. The red postal van dropped me at the railway station. There I got into a train going to Delhi.

After a long journey of five to six days I reached Delhi. I was sorted as per the area mentioned in the address written on me. One more stamp was put on me. Finally, the postman dropped me at Ahmed's house.

Given below is the journey of a letter shown through pictures. The pictures are not in a sequence. Arrange these to get the correct sequence, by putting number in the circles.







Reena wrote a letter to Ahmed. Write a letter to your friend in the class. Don't forget to write your friend's name.

Everyone has written a letter. But where do we post it?

Let us make a letter-box for the class.

1. Take an empty shoe box.
2. Paint it with red colour or paste red paper on it.
3. With the help of scissors make a slit in the cover of the box. The slit should be big enough for letters to be put in.

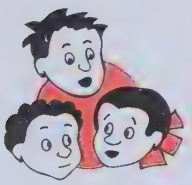
Now, letter box is ready!

Drop your letters in the letter-box. Now wait to receive the letter written to you by your friend.

One child will act as a postman. He or she will take out the letters from the letter-box and distribute them to all the children.

Did you enjoy reading your friend's letter?

Just as you wrote a letter to your friend, in the same way, your friends and relatives must also be sending letters to you. Bring some letters from home to school. See how many different types of letters are there.



- What difference do you see in these letters?
- Which letters have stamps on them?
- Are all the stamps similar? What are the differences?
- Have you seen the stamp of the post office on these letters?

Children will enjoy sharing their news by writing letters to their friends in the class. This will also motivate them to write letters. Children will understand the concept better by seeing actual letters. Try and collect a variety of letters – inland, postcard, aerogramme, etc.

Collect different types of stamps and paste them below.

How did your letter reach your friend? It reached because your friend's name and address was written on it.

Write your full address on the postcard given below.

Reena's letter reached Delhi by train. How do you think letters reached distant places when there were no trains?

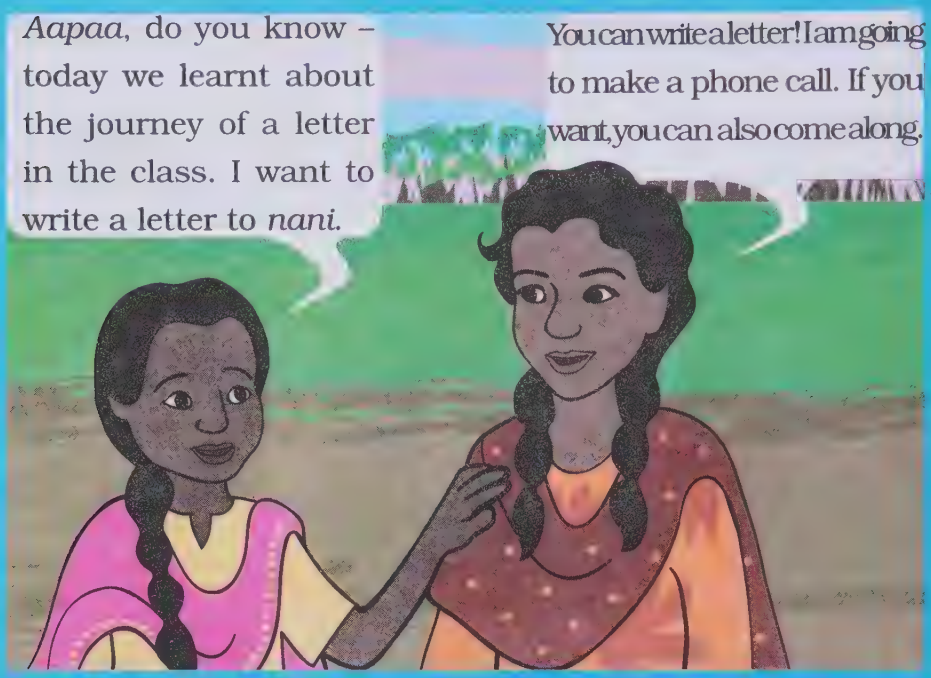
Visit to a post office

Visit a post office near your house or school. Observe how letters reach here and are sent from here. What other work takes place here?

Ask the children to enquire from some old people how letters were delivered in olden times. Children might need help in writing the address on the postcards.

The understanding that old people are an important source to know about the past will encourage children to interact with them.

What is this! What are Razia and her *Aapaa* saying to each other about letter?


Aapaa, do you know – today we learnt about the journey of a letter in the class. I want to write a letter to *nani*.
You can write a letter! I am going to make a phone call. If you want, you can also come along.

Razia and *Aapaa* went out to make a phone call from a shop in the village. *Aapaa* dialled the phone number and both of them talked to *nani*. They gave money to the shopkeeper and returned home happily.

- Where all have you seen telephones?

_____

_____

- With whom do you talk on the telephone?

_____ _____ _____

- Which of the two do you like more – writing a letter or making a phone call? Why?

_____

❇ Telephones are of different types. Draw pictures of telephones you have seen.

Make your own telephone

For this you need two empty matchboxes or ice-cream cups and thread.

Make holes in both the matchboxes or ice-cream cups. Pass a thread through both the holes. Tie knots on both the ends of the thread. Your telephone is now ready. Ask your friend to put one end of the phone next to his ear and you hold the other end close to your mouth. Take care that the thread remains stretched and does not touch anywhere. Start talking.

We wrote a letter. We also made a phone call. What are the similarities and differences between a letter and a phone call?

Keeping the child's environment in mind, other means of communication such as mobile phones, e-mail, fax, etc., can be discussed.

A House Like This!

My name is Naseem. I live in Srinagar. Since yesterday there is lot of activity in our school. It will go on for a week. Do you know why? There is a camp being held in our school. Children have come from many places for the camp. Tents have been put up in the ground for everyone to stay.

We have decorated the school beautifully. Some children have used pieces of cloth to make streamers for the doors. Some have made posters using almond shells while others have made *rangolis* using dry leaves and saw dust.

To show diversity in houses, examples from some places like Assam, Rajasthan, Delhi and hilly areas have been used. Children will understand the structure of these houses better if they are aware of the climatic conditions in which these houses are built.

Today is the first day of the camp. We are very happy. In the morning we all got together and sat down on the ground in a circle. Each of us introduced ourselves and spoke about where we came from and what we liked to eat. Children brought pictures of their families and their homes. Everyone spoke about their homes. Bhupen's group was the first to talk.

Bhupen introduced himself and said –

I have come from Molan village in Assam. It rains heavily in our place. Hence our houses are made almost ten to twelve feet above the ground. They are made on strong bamboo pillars. The insides of our houses are also made of wood.

❇ Why are houses made on bamboo pillars where Bhupen lives?

_____

_____

- What kind of roofs do these houses have? Why are they made like this?

_____

_____

- How does one enter these houses?

_____

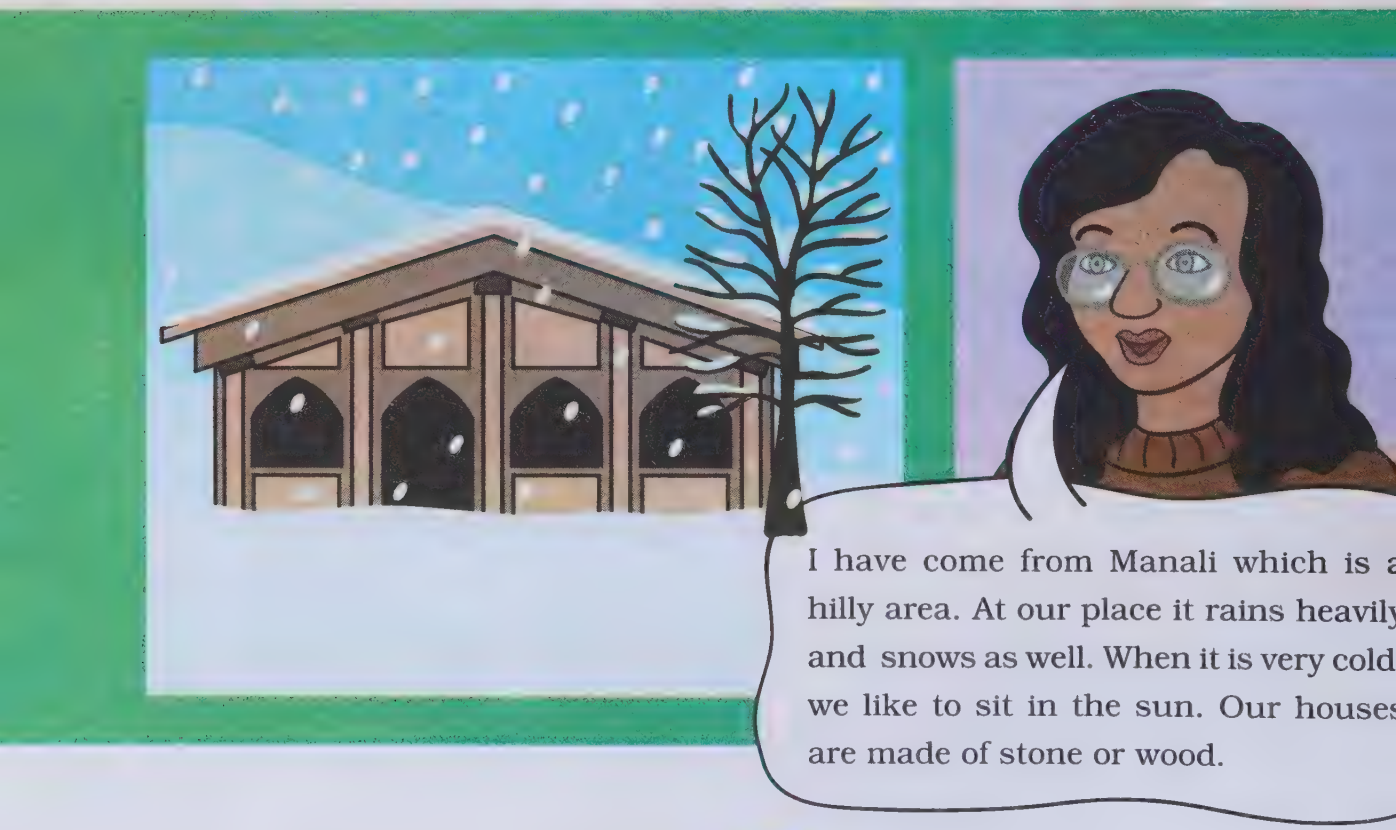
_____

- At night the ladder is removed from these houses. Can you tell why?

_____

_____

Now, it was Chameli's turn. She said –


I have come from Manali which is a hilly area. At our place it rains heavily and snows as well. When it is very cold we like to sit in the sun. Our houses are made of stone or wood.

- In which area is Chameli's house?

_____

_____

- What is the similarity in the roofs of Chameli's and Bhupen's houses?

_____

_____

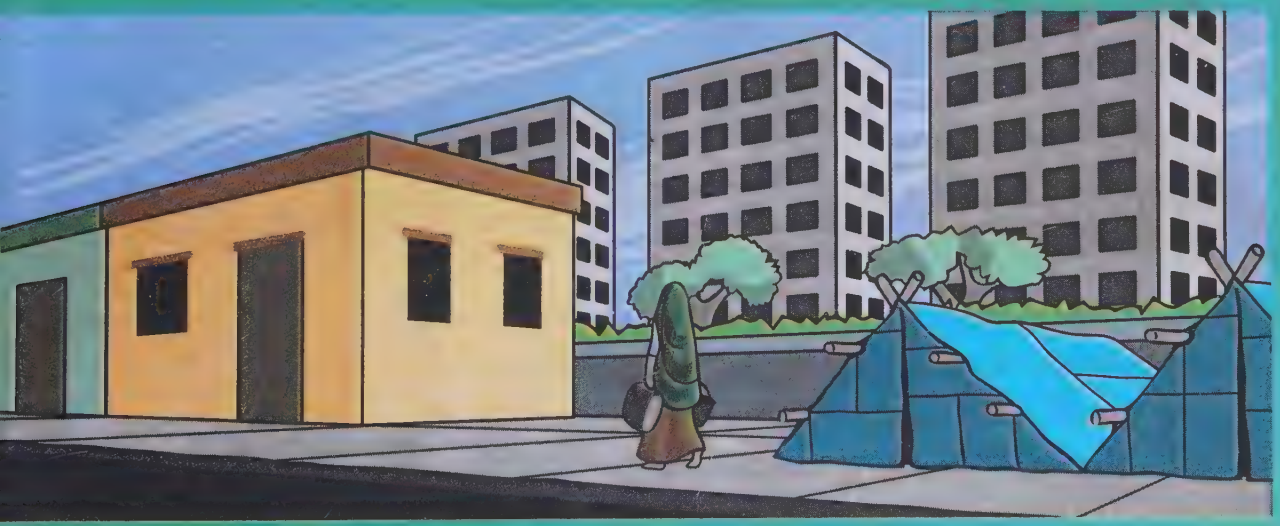
- How do roofs help in their areas?

_____

_____

Mitali and Anuj said –

Mitali and Anuj have come from Delhi. They showed pictures of Delhi to everyone. In one picture, seeing very high buildings, Bhupen said – Oh! such tall houses. How do you climb up?



Look at these houses and find out if there are similar houses in your area also.

How do people go up in multi-storeyed buildings?

New Delhi is the capital of India. People from villages and towns come to big cities like Delhi in search of work. These people often settle in the city. There are a large number of people living here and the space is less. Many people do not have houses at all. They have to live in slums – and many people do not have that either. People sleep wherever they find place – on the road, on the footpath, at the station... Indeed, shelter is a major problem in big cities.

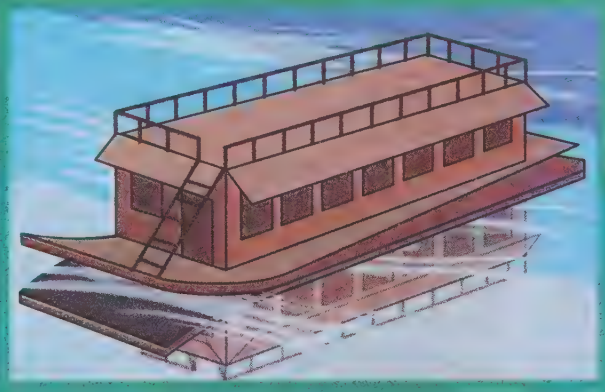
Kanshiram told everyone –

I have come from Rajasthan. Rainfall is very scarce in our area. It is very hot too. We live in mud houses. The walls of the houses are very thick. These walls are plastered with mud. The roofs are made of thorny bushes.

While discussing problems faced by homeless people, with the children, it is essential that it is done with great sensitivity.

In the same way, all the groups spoke about their houses. After the introduction, a cultural programme was held. The children performed various dances. They sang folk songs in their own languages. Everybody had *kahwa* with almonds and cardamom. We really enjoyed ourselves.

In the evening we all went to the Dal lake. We saw a houseboat. We sat in a *shikara* and some children moved the oars. We saw the Char Chinari surrounded by blue mountains.



- How is a houseboat different from other houses?

_____

_____

_____

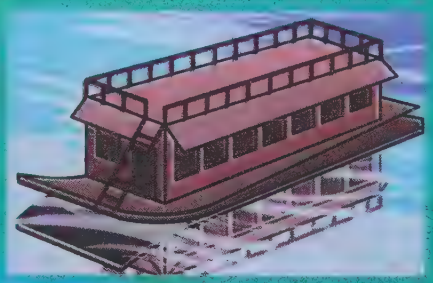
- Would you like to live in such a house? Why?

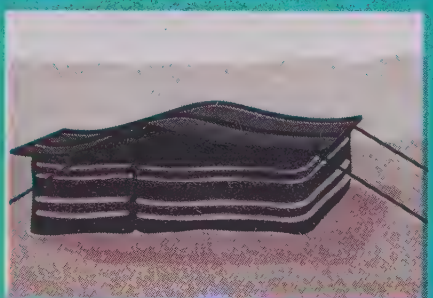
_____

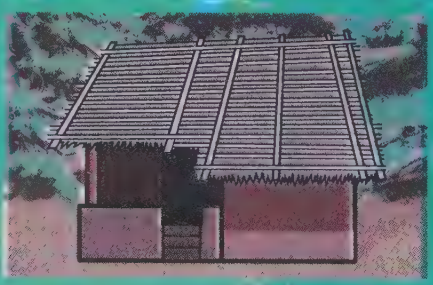
_____

_____

❇ Look at the pictures and match.







Hut

House of snow (Igloo)

Tent

Houseboat

Multi-storeyed building

❇ Put a '✓' on the names of things which your house is made of.

Grass	Mud	Wood	Cement	Canvas	Iron
☐	☐	☐	☐	☐	☐

Plastic	Limestone	Bamboo	Bricks	Glass	Stone
☐	☐	☐	☐	☐	☐

Look at the houses in your neighbourhood. What are they made of? Make a list.

_____ _____ _____ _____

_____ _____ _____ _____

❇ Collect samples of things that are used for making houses.

❇ *Let us make a brick*

Knead some clay . Fill it in an empty matchbox and press. Take it out when dried. Your little brick is ready!

Colour your bricks. Write your name on them. Use all the bricks to make a colourful house. Decorate the roof of this house.

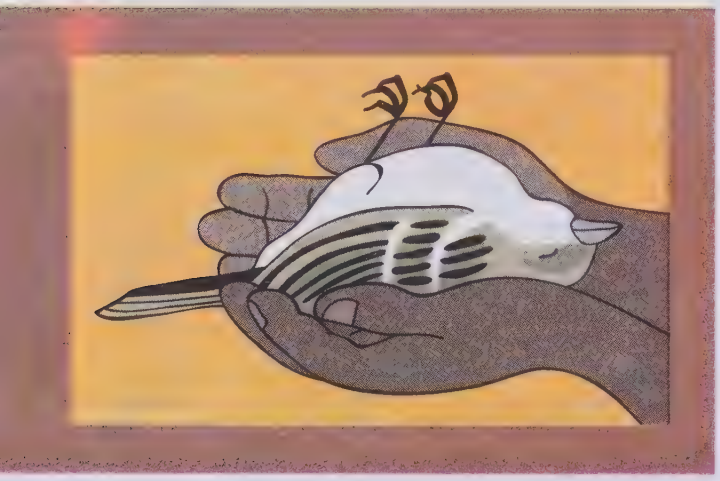
♦ Collect or draw pictures of different kinds of houses. Use these to make a beautiful chart. Display it in your classroom.

By collecting locally available materials children will understand better the materials used to construct houses.

Our Friends — Animal

19

The children in the class were startled on hearing the sound *tak*. The sound came from the ceiling fan. Kalyani shouted — Look, look a bird is hurt. Peter got up at once and picked up the bird. It was in pain.



Navjyot and Ali quickly brought water in a bowl. Peter lovingly patted the bird. They held the bowl to the bird's beak. It drank a little water and slowly started flapping its wings. Navjyot told all the children to move back. They noticed that the bird was trying to fly. In a while, the bird flew away...

Next day the children saw a bird circling above them in their classroom. The children tried to find out whether it was the same bird that was hurt the previous day. They quickly switched off the fan and started to clap.

Put the sentences in the correct order :

- Peter lovingly patted the bird. ☐
- The children saw a bird circling in their classroom. ☐
- Navjyot and Ali quickly brought water in a bowl. ☐
- The bird flew away. ☐
- The bird hurt itself with the fan. ☐

Shankar was very happy. A cat had given birth to four kittens in the courtyard of his house. He started spending his free time with them.

One morning shankar was woken up by the cat's cry. (Do you know how a cat cries?) He ran towards the courtyard. He saw that the cat was crying and cuddling its three kittens. One of the kittens was missing. He went outside and found Malini patting a kitten. Shankar called Malini into his courtyard. Malini saw the cat crying.

What do you think Malini would have done?

Discussion on feelings in animals will help develop sensitivity in children towards them.

Bholi is Meenu's cow. Meenu takes Bholi to the field to graze daily.

One day a speeding scooter hit Bholi and hurt her leg. The wound was bleeding heavily.

What will people in Meenu's family do?

Chandu Dhobi looks after his donkey very well. The donkey too does a lot of his work. Look at the pictures and write what are the things that Chandu does for his donkey-

_____

_____

_____

_____

- Do you or any of your neighbours have a pet? Which one?

_____

- What name have you given to your pet? _____
  What do you do when your pet is –
  - hungry _____
  - feeling hot or cold _____
  - teased by someone _____
  - hurt _____
- We keep some pet animals at home. We look after them too. In the table below are the names of some such animals. Complete the table.

Name of the animal	Why do we keep them
Dog	
	It gives milk.
	It pulls the cart.
Ox	
Hen	
Fish	
	We love it.
Honeybee	

We keep animals as pets and look after them. An understanding of this relationship will help develop an understanding of interdependence of living beings in the environment.

Bird bath

Take a small earthen pot having a wide mouth. Tie the pot with a rope and hang it as shown in the picture. Pour some water in the pot and hang it on the branch of a tree or on a hook outside your house. Pour water in it everyday. Observe which birds come to drink water.

❇ Like us, animals also need water to live. There are many other things which are required by both – animals and humans. Write the names of three such things.

_____

_____

_____

You must have included food in your list. You know that we eat a variety of food. Similarly, animals too eat different kinds of food.

❇ Have you ever fed any animal or seen anyone else feeding any animal? If yes, then fill in the table.

Help children make a bird bath. Keep the bird bath outside in the open so that the children can observe the birds closely and get to know about them.

Name of the animal you fed	What did you feed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Why do you feed these animals?
- Which animal did most children feed?
- What did they feed?

- Do you have these names in your list? Find out what these animals eat?

Rat	Cockroach	Pig	Bat	Crow
Squirrel	Monkey	Spider	Lizard	

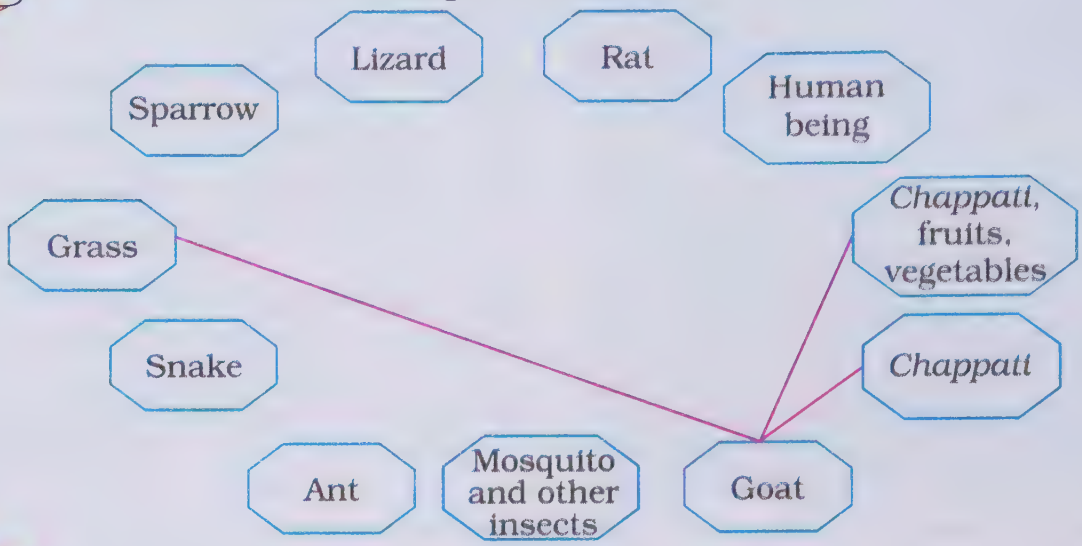
Think, has any animal ever eaten your food against your will. How?

_____

_____

_____

Who eats what? Match by drawing lines of different colours. One example is shown.



Write the names of the animals —

You have touched	You have not touched but you can touch	You cannot touch
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

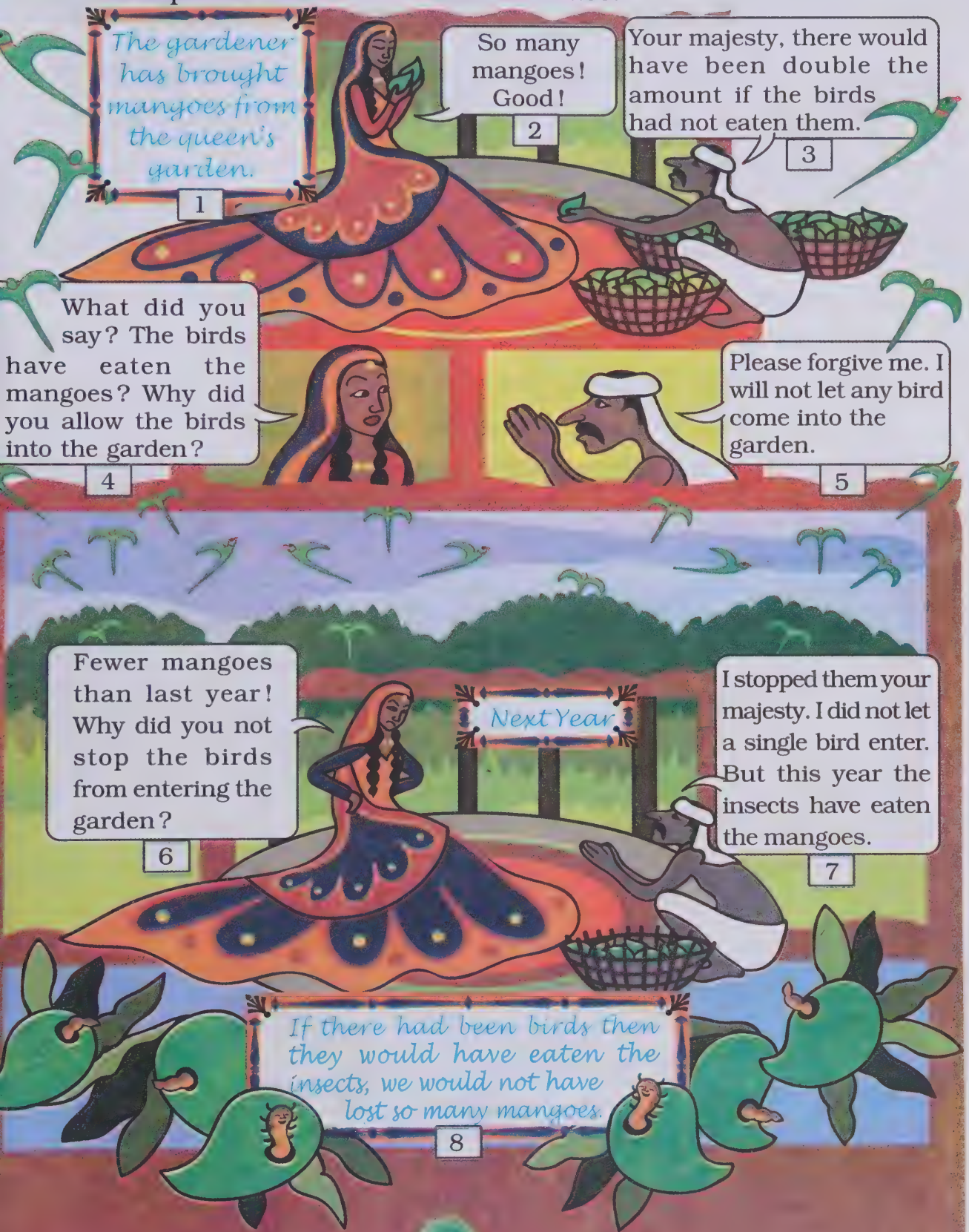
We do not go near some animals for the fear that they may bite us, harm us or eat us up!

You have seen that there are some animals whom we can touch. These often live in our houses or around us. Of these, a few animals help us in many ways.

It can be discussed with the children that touching animals means patting them lovingly and not teasing them. The picture given on the next page shows balance in nature. It is essential to clarify this to the children in a simple and easy manner.

The Queen's Garden

Read this picture and discuss in the class.


The gardener has brought mangoes from the queen's garden.
1
So many mangoes! Good!
2
Your majesty, there would have been double the amount if the birds had not eaten them.
3
What did you say? The birds have eaten the mangoes? Why did you allow the birds into the garden?
4
Please forgive me. I will not let any bird come into the garden.
5
Next Year
Fewer mangoes than last year! Why did you not stop the birds from entering the garden?
6
I stopped them your majesty. I did not let a single bird enter. But this year the insects have eaten the mangoes.
7
If there had been birds then they would have eaten the insects, we would not have lost so many mangoes.
8

Drop by Drop

20

Madho lives in Bajju — a small village in Rajasthan. It is hardly a village! All you see is sand all around. One can see some houses when the sand does not blow.

Everyone in Madho's family is upset. Every summer there is water scarcity in his place. This year, it is worse. It did not rain at all. His mother and sister have to walk a longer distance to fetch water as the nearby pond has also dried. Each day they spend hours just to get four pots of water. While walking on the hot sand their feet burn and blisters just cannot be avoided.

When the train carrying water comes they are very happy. Madho's father goes to fetch water in his camel-cart. But this does not happen often. People keep waiting days and days for water.

Some people collect rain water. This is done by a special method – by making **tanks** (*tanka*). Do you know, what a *tanka* is and how it is built?

To build a *tanka*, a pit is dug in the courtyard and it is made *pucca*. The *tanka* is kept covered with a lid. The roof of the house is made sloping so that the rainwater collected here flows through a pipe into the *tanka*. A sieve is attached to the mouth of the pipe so that no dirt goes into the *tanka*. This water is used for drinking after it is cleaned.

Sometimes, Madho is allowed to take water from one of the *tankas* of the village.

Think, what are the difficulties people face due to scarcity of water.

- From where do the people in Madho's village fetch water for drinking?
- Who fetches water in Madho's house?
- Water collected in the *tanka* is mostly used for drinking. Why?
- Is rain water collected in your house as well? If yes, how?
- Can there be any other method of collecting water?

If children share their experiences of local methods of collecting water then they can link the information given in the textbook to their real life.

Just like Madho, Sonal also faces water scarcity in her house. She lives in Bhavnagar. Water is supplied only for half an hour in a day. All the people of the area depend on only a single tap! Can you imagine what happens?

Sonal is determined to take water from the tap. Whenever she gets a chance she fills her bucket even if it is just drop by drop. Let us find out how many drops will fill a bowl or a mug.

Do activities as shown in the picture and write answers in the boxes.

1. How many drops will fill a spoon? ☐

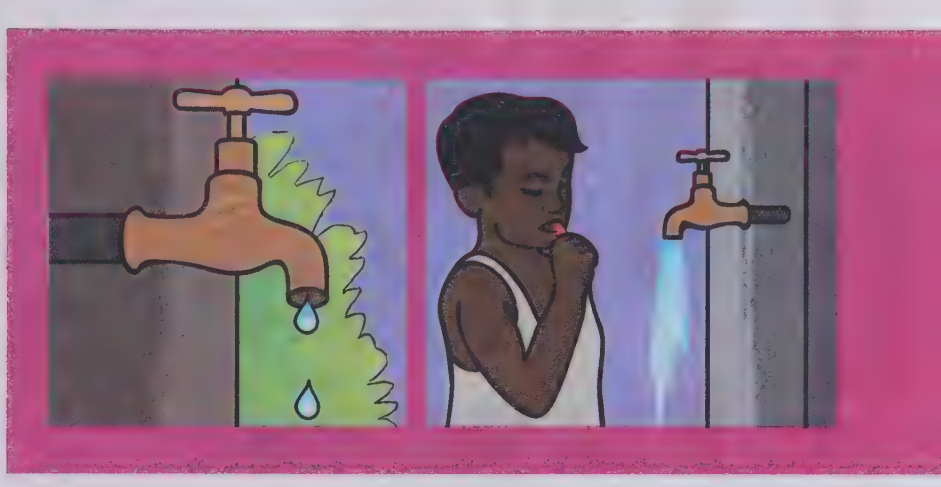
2. How many spoons will fill a bowl? ☐

3. How many bowls will fill a mug? ☐

4. How many mugs will fill a bucket? ☐

Have you seen how we got so much water drop by drop!

Just think if a tap leaks even drop by drop, how much water would be wasted! These pictures show you something similar.



❇ Can you think of ways of saving water?
Write your suggestions below :

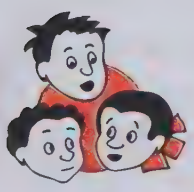
_____ _____ _____

_____ _____ _____

Have you seen water flowing unnecessarily in your home, school or any other place? Where?

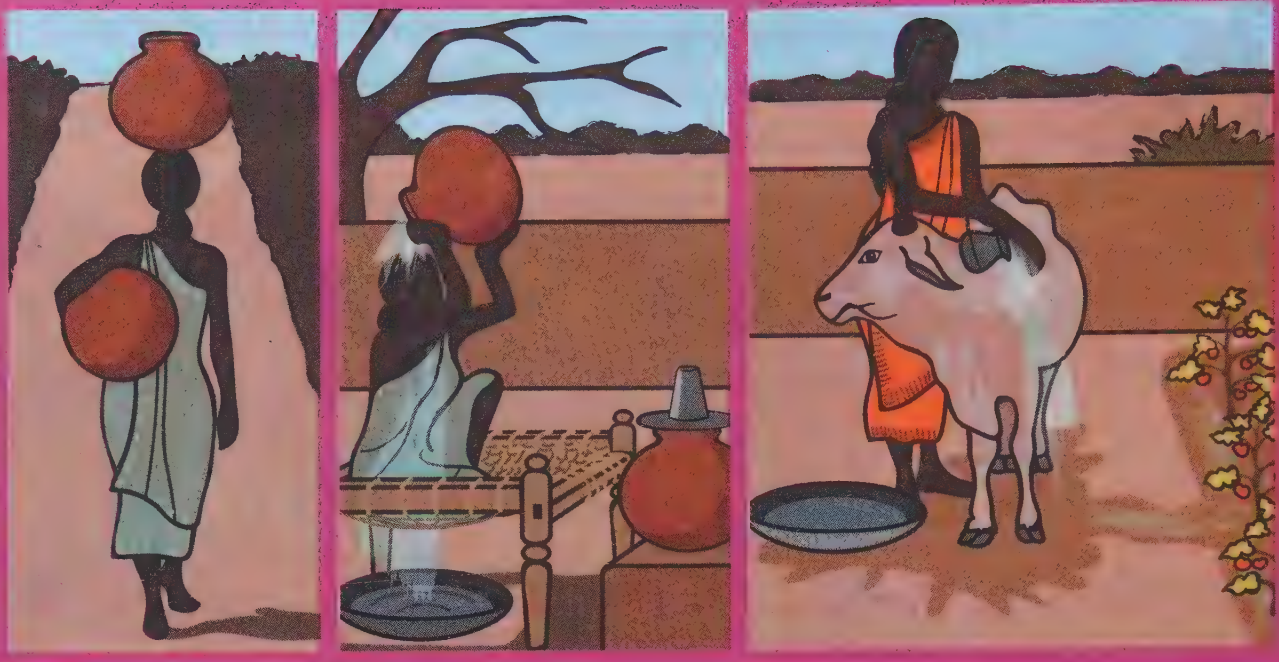
_____

_____



Look at the pictures on the next page and discuss – Can we use the water that has been used for one purpose for something else?

In places where there is a scarcity of water, people adopt different methods to save and reuse water. People do this out of necessity. Understanding this, if children adopt certain measures and save water then they can actually understand that 'Water is for all'.



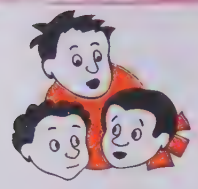
Draw lines using different colours to show which work will be done after the other so that the same water can be re-used. One example has been given.

Washing hands and face	Washing clothes	Washing fruits and vegetables
Mopping the floor	Watering plants	Using in the toilet

You have given some suggestions to re-use water. People use these methods only under conditions when there is a scarcity of water. Do you know, one of the reasons for the scarcity of water is because people waste it. Just think, how good it would be if everyone got water!

Discuss the re-use of water. This would help the children to understand the importance of saving water. It will be useful to listen and adopt suggestions given by the students in this regard.

Families can be Different 2



Tell how many?

Come, let us play a game together. You must be familiar with this game. All the children stand in a circle.

Let one child stand in the centre and play a tune. Everyone must run in a circle as long as the music plays.

The child who is playing the music, will suddenly stop it and call out a small number like 'five', 'four' or 'two' loudly.

Children have to form groups according to the number called out.

The children who cannot join any group will have to leave the game.

Continue to play this game till only two children are left in the circle.

Come, let's talk about this game

- How did you feel when you could join a group of the required number? Why?
- How did you feel if you could not join any group? Why?
- Do you like to be with people?
- With whom do you like to be more?
- How would you feel if you always had to be alone?

In the game 'Tell how many' playing the music and calling out the numbers can be done by anyone. Depending on the number of children, the number called out to form groups can be more or less.

All of us prefer to live with people than to live alone. We always live in groups. Let's see one such group – Gurleen, Nagarajan and their children Tanya and Samar.

How are these people related to each other?

The people in the picture you saw belong to one family. We often see pictures or photographs of such families. Where do we see such a family? Are all families similar to this one? Let us read about a few families.

Sitamma

Sitamma lives in her ancestral house in a small city Guntoor. Her *dada*, *dadi*, younger *chacha* and *bua* live on the ground floor. In one portion of the first floor, Sitamma lives with her father, mother and younger sister Gitamma. In the other portion live her *tauji* and his three children. Her *taiji* died just a few months

It would be good to keep in mind the discussion done in Chapter 4, about the children's families. The lesson can be introduced by talking about the diversity in the families of the children in the class.

ago. Her elder *chacha* and the new *chachi* live in one of the rooms on the terrace. They are newly married.

Before dinner, Sitamma's mother teaches all the children.

Food for the whole family is cooked in the same kitchen on the ground floor. They all make special effort to be together at dinner time. Nowadays, *tauji's* younger daughter sleeps with Sitamma's mother at night. In the morning Sitamma helps her get ready for school.

- Who all are there in Sitamma's family?
- How is the relationship between the different people in the family?
- In the last one year what are the changes that happened in the family ?

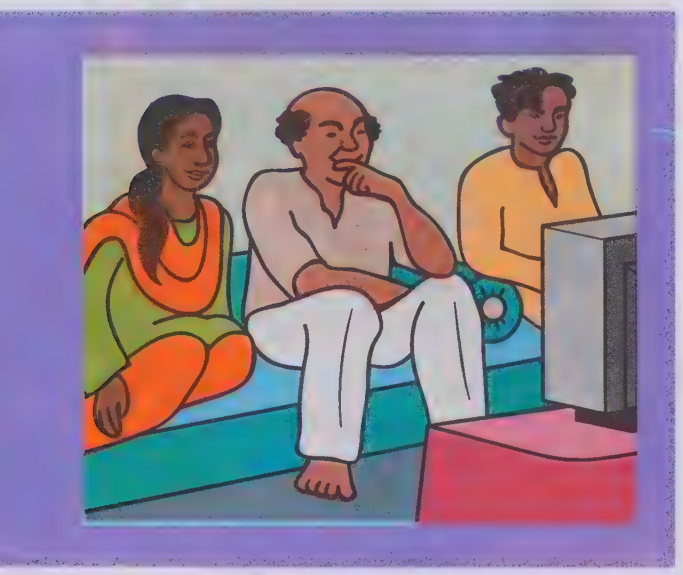
Tara

Tara lives with her *amma* and *nana* in Chennai. Her *amma* Meenakshi is not married. She has adopted Tara. Meenakshi goes to the office in the morning and returns in the evening. When Tara returns from school, her *nana* takes care of her. He is the one who feeds her, helps her to do homework and also plays with her. During vacations, the three of them go to far off places and enjoy themselves. At times, Tara's *mausi*,

You may be very careful and sensitive to deal with children if they wish to share problems related to drug addiction of their family members. The harmful effects of drugs/narcotics may be discussed in the class. Such issues should also be discussed in the inservice training programmes.

mausa and their children also come to their house. At such times they play together for long hours and also chit chat.

- Who takes care of Tara? How?
- What are the things the family members do together?



Sara and Habib

Sara and Habib live in a city. Both are employed. Habib is a clerk in a government office and Sara teaches in a school. Habib's *abbu* is retired and lives with them. In the evening, the three of them sit together and watch television or play cards. *Abbu* enjoys watching television with the others. He enjoys the discussion as well. On holidays, the neighbour's children come to their house and create a lot of fun. Everybody enjoys together. They play games, go out and at times go for plays and movies.

- Who all are there in this family?

- *Abbu* enjoys watching television with the others. Why?
- How do the family members enjoy?

Totaram

Totaram lives with his father, uncle and cousin brothers in a colony in Mumbai. Totaram and his brothers have come to Mumbai to study. His father and uncle work here.

Everybody does the household work together. Food cooked by Totaram's *chacha* is liked by everyone.Totaram's father does

It may be possible that children from such families (Drug addicted members) may fall victim to such habits/practices. A timely action needs to be taken to prevent them. On these theme, charts and posters can be prepared by the children with the support of teachers and discuss in the class.

the shopping. A part of the money earned is sent to Totaram's *dada* in the village. Totaram's mother, *dada*, *dadi*, *chachi* and younger brothers and sisters live in their parental house in the village. Once a year, Totaram goes to his village.

He misses his mother very much. He writes long letters to her.

- How do Totaram's family members keep contact with each other?
- Which members of Totaram's family live in the city and which live in the village? Why?

Krishna and Kaveri

Krishna and Kaveri live with their father. In the morning, all the three leave home together. Krishna leaves Kaveri at school and goes to college. Their father goes to the shop for the day.

Kaveri returns from school in the afternoon. She unlocks the house and waits for Krishna. On returning from college, Krishna and Kaveri, eat food together.

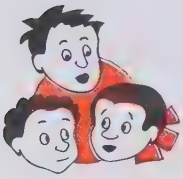
Kaveri goes out to play after doing her school work. On returning she either plays carrom

with her brother or watches television. When father returns home, they cook food and then eat together.

During vacations, Kaveri goes to stay with her mother. Krishna also stays there for a few days, but he likes to stay in his own house – all his things and his father are here.

- How does Krishna take care of his sister?
- What activities are done together in the family?

You have read about some families. You discussed some questions also. What is a family? What are the different types of families? You must have formed your own opinion about this by now.



What are the things that happen in a family?

Put a '✓' on those sentences which tell the various things that happen in families.

- Members of a family often resemble each other. [ ]
- The family members love each other very much. [ ]
- One becomes a part of a family by being born or getting married into that family. [ ]
- Family members often live together in the same house. [ ]
- Elders in the family earn money for the family. [ ]

In the lesson, we have talked about certain families. Besides these, there are other kinds of families as well. To understand this diversity, ask the children to talk about their families.

- Family members stay together even if there is a fight amongst themselves. [ ]
- In a family, children and the old are taken care of. [ ]

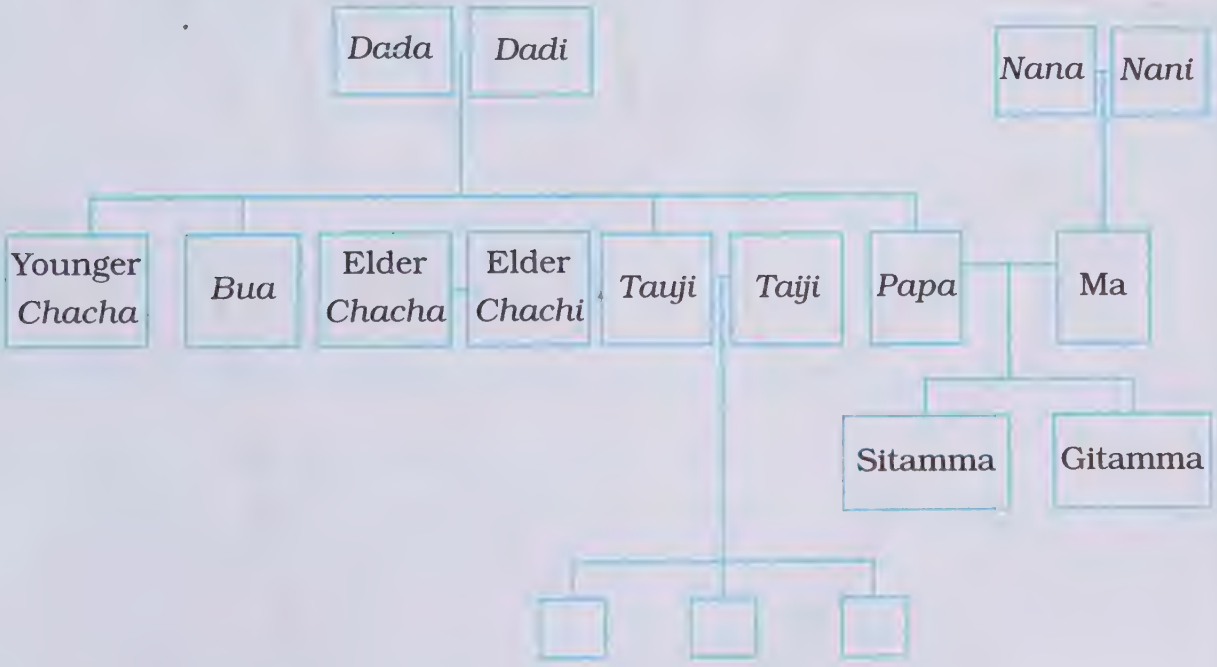
Think of some other things about your family and write in the space provided.

_____

_____

Sitamma's family tree

Can you imagine a family in the form of a tree? Sitamma's family tree is drawn here.



Draw your family tree in the notebook. For this, take help from your elders. For help you can refer to Sitamma's family tree.

Left – Right

22

Given below is the picture of a hand. Place your hand on it so that the palm faces the paper. Your thumb and fingers should be placed on those drawn in the picture.

The hand which fits on the hand in the picture is your right hand. Place your other hand on a page in your notebook and trace its outline with your right hand to get a picture. The hand whose outline you have just traced is your left hand.

Let us sing a song.

Put your right hand in,
Put your right hand out,
Put your right hand in,
and just turn around.
Put your left hand in
Put your left hand out,
Put your left hand in,
and just turn around.

Similarly, sing for the right and left foot.

Now look in your classroom and tell –

- What is there on your left?
- What things are there behind you?
- On whose left side are you sitting?
- What is there on your right?
- Who is sitting on your right?
- What is in front of you?
- On whose right are you sitting?

Children will enjoy singing the song with actions and expressions. They will learn about 'left and right', up and down, front and behind, from their experiences.

This is a picture with Ruchira in the centre. In this picture, draw –

- A book behind Ruchira.
- A chair on Ruchira's left.
- An animal on Ruchira's right.
- A tree in front of Ruchira.

❋ Guide Ruchira from home to school.

Find the school in the picture. Also find the way from Ruchira's home to her school. Now, with a coloured pencil trace the way from Ruchira's home to her school.

- Which places and things will Ruchira find on her way from home to school? Write their names.

_____ _____ _____ _____

_____ _____ _____ _____

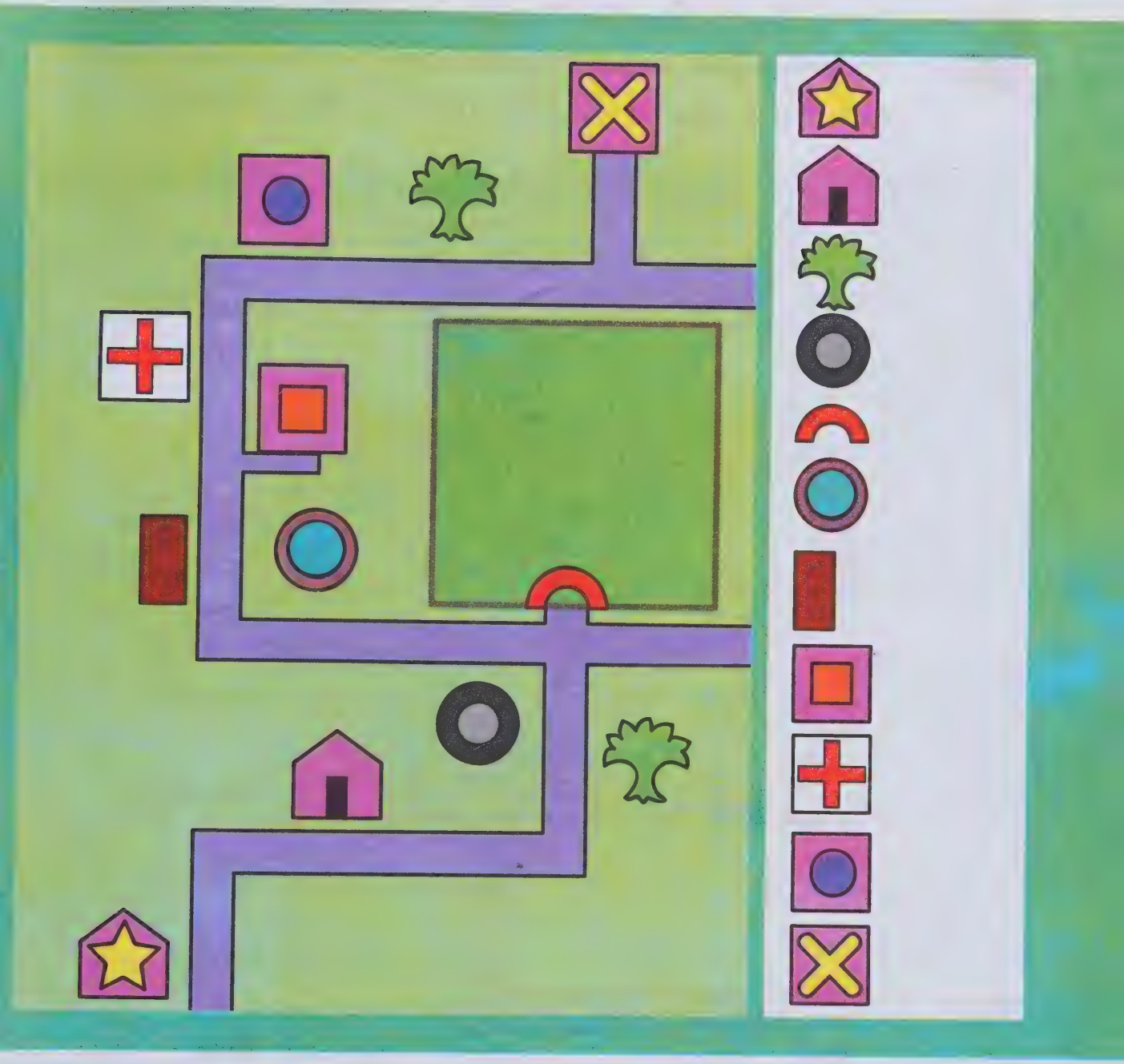
_____ _____ _____ _____

- Which of these places and things will she find on her right and which places on her left?

On her right	On her left
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

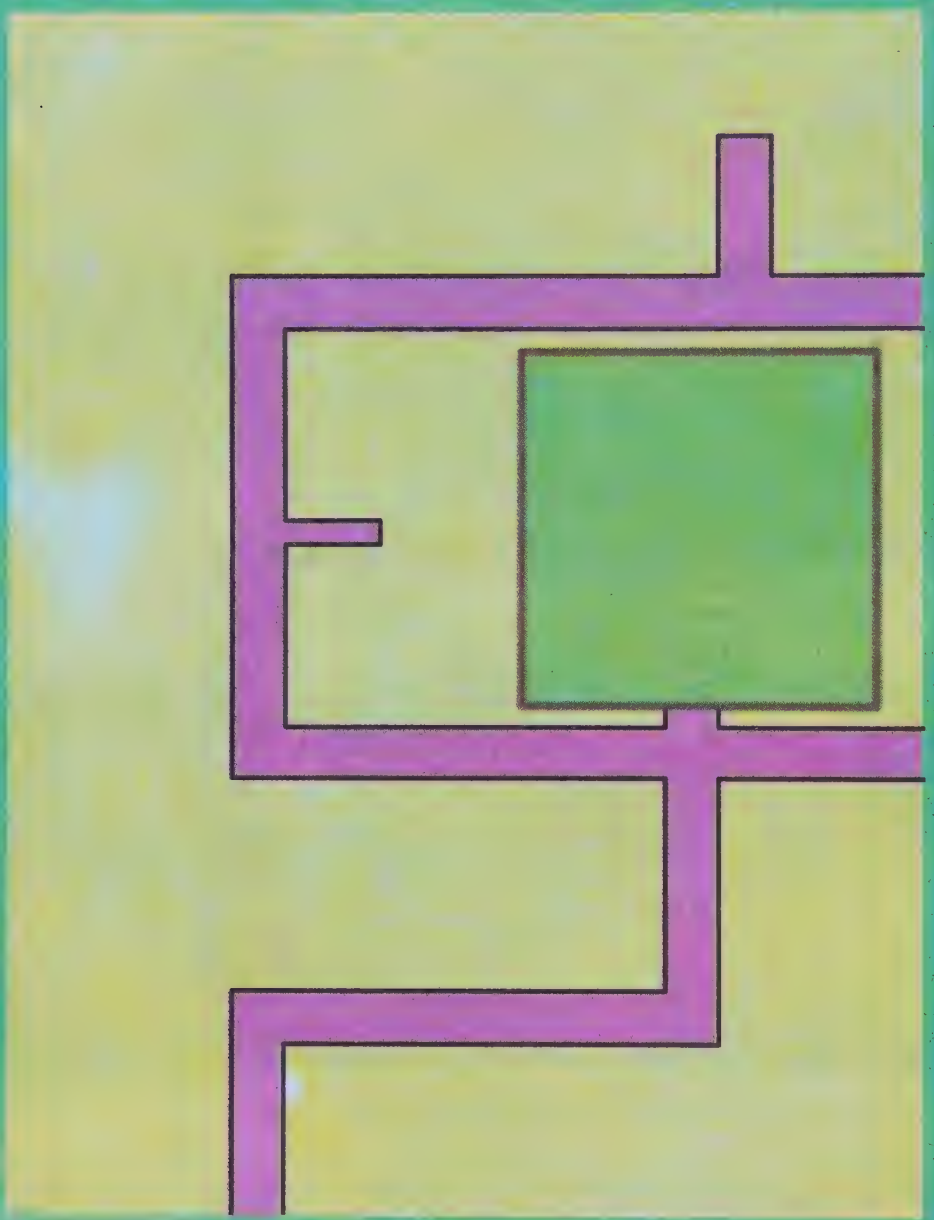
- How many times will Ruchira have to take a turn on her way from home to school? _____

On the next page is a smaller version of the earlier picture. In this there are symbols in place of picures. Such a picture is called a map. Identify the symbols and write them.



Can you tell why these symbols are used?

Given below is a list. Make your own signs (symbols). These symbols should be different from the earlier ones. Now place your symbols in the map given below.



Symbols

Ruchira's house

School

Post office

Tree

Hospital

Bus stop

Well

Shop

Gate

House

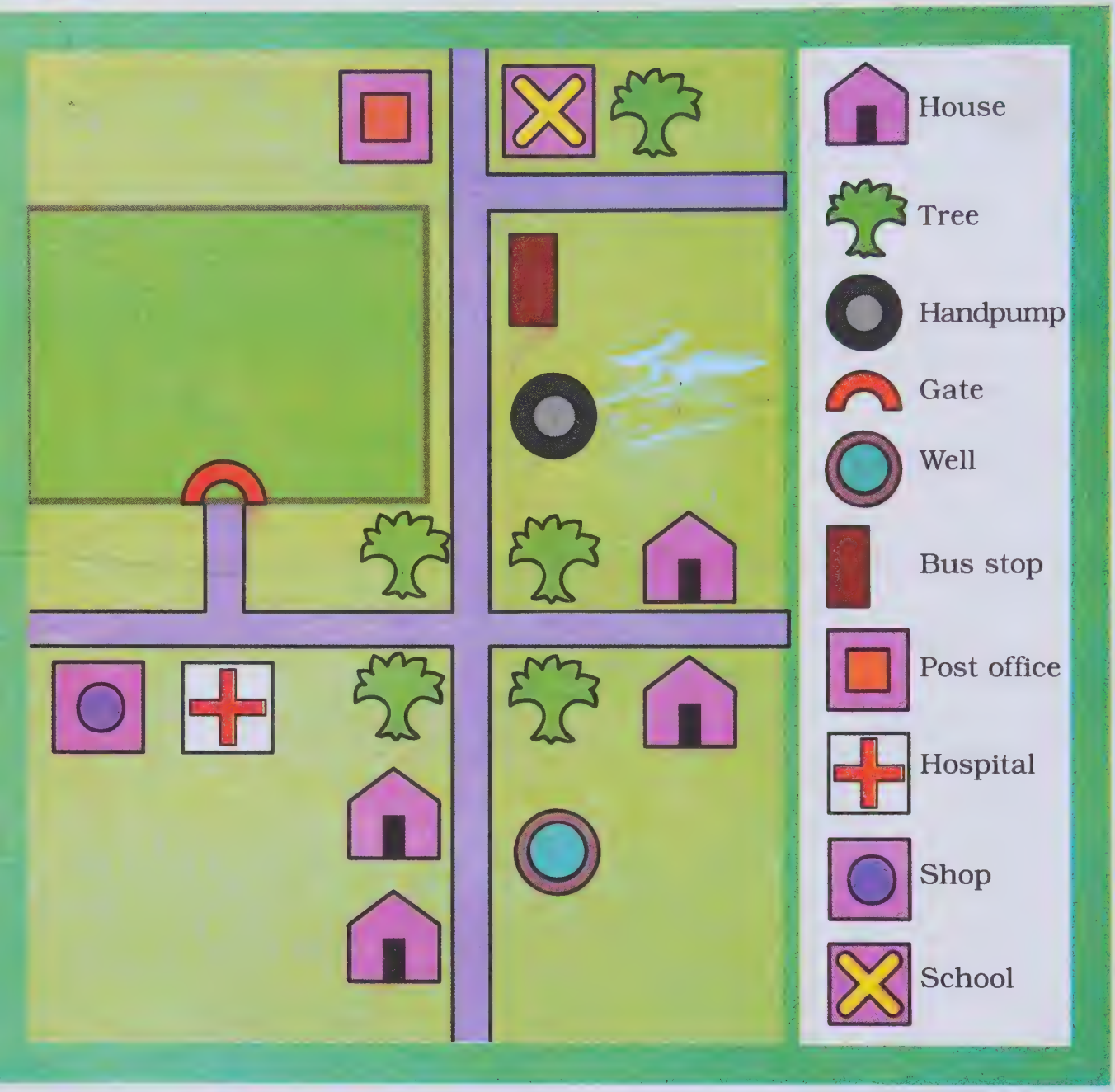
Explain to the children the need to make symbols in maps. It would be interesting and useful to discuss the symbols made by children in the class.

You have seen a + sign for the hospital in the picture. With the help of this sign even without reading we know it is a hospital.

Which other signs can you see in your neighbourhood? Draw them and write what they indicate.

Sign	What they indicate

A list of symbols used in the map is given. Look carefully and write.



- How many houses are there in the map? _____
- How many shops are there in the map? _____
- How many trees are there in the map? _____

- How many pumps are there in the map? _____
- Is the school closer to the post office or to the hospital? _____
- What is near the bus stop? _____
- Without the list of symbols could you have read the map? _____

Write same symbols here that you have learnt in mathematics.

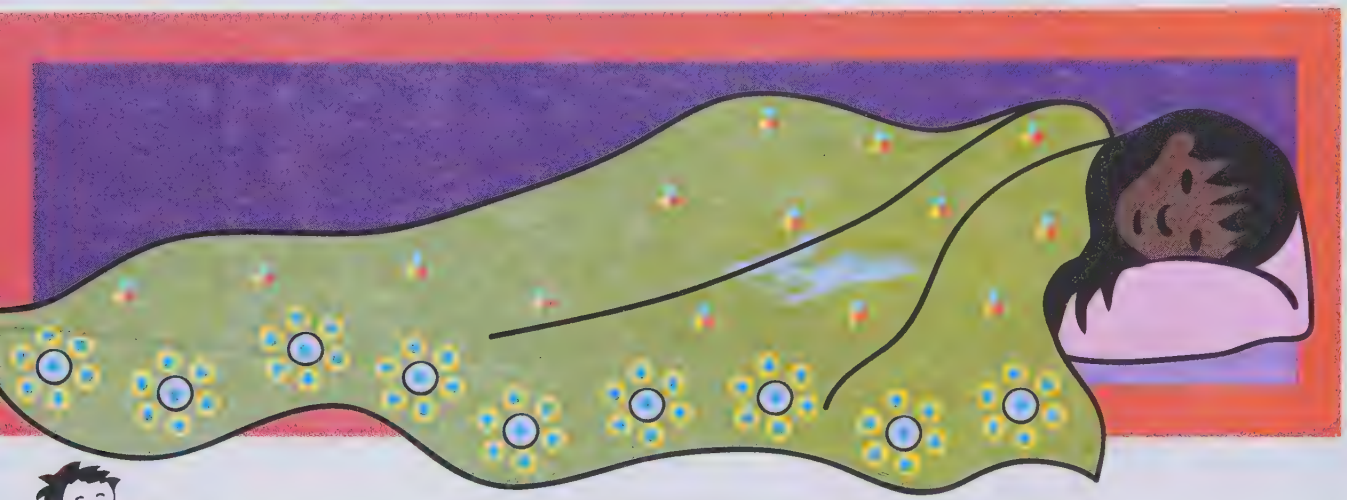
_____ _____ _____

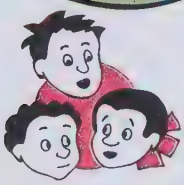
_____ _____ _____

Show places which come on the way to school from your home through symbols. You can make symbols of your choice.

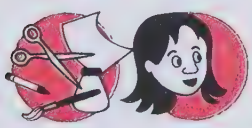
23 A Beautiful Cloth

Sajida's sister gave her a very beautiful *dupatta*. The dupatta had beautiful embroidery and small mirrors stuck on it. After finishing dinner, Sajida tried to wear the dupatta in different ways. Soon she got tired playing with the dupatta and fell asleep wearing it. She was thinking about the dupatta even in her dream – How would such a beautiful dupatta have been made?





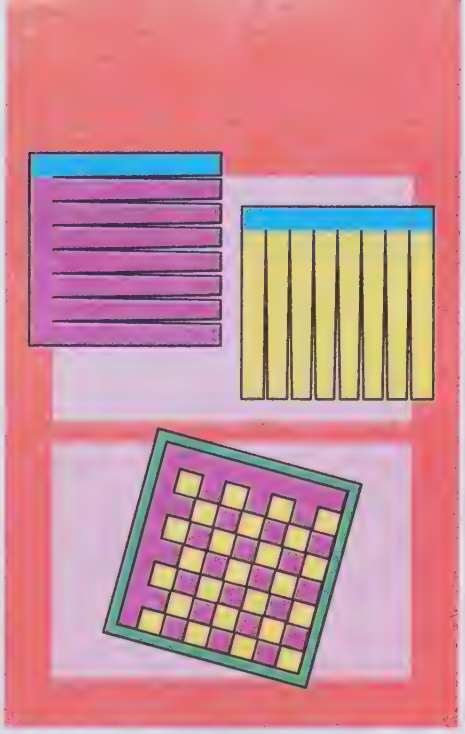
How do you think Sajida's dupatta was made?



- Take a dupatta or a long piece of unstitched cloth. Drape it in different ways. In how many ways, could you wear it?
- Did anyone wear it like a *lungi* or use it as a turban? In what other ways was the cloth worn?
- Look at any six garments at home. What differences do you find in their texture, their colour and design?

- Look at a thick cloth or a sack carefully. Can you see threads running along its length and breadth? You will find a similar pattern if you see any piece of cloth closely.

You can also weave paper in a similar way.



❊ Weaving paper

1. Take two papers of different colours.
2. Mark vertical lines (|) on one paper and horizontal lines (—) on the other.
3. Cut both the papers along the marked lines. Take care, the strips should not get completely seperated.
4. Place one paper above the other along the edges as shown in the picture (in colour). Stick the edges.
5. Now weave the strips to make a mat.
6. Paste tapes or a paper border at the edges, so that the mat does not open up.

❊ Printing on cloth

In the lesson, 'The Plant Fairy' you saw designs of flowers and leaves made on cloth.

You too can make some designs using cut-vegetables.

Cut a cauliflower or ladyfinger. Apply colour on the cut face and make prints on a piece of paper or cloth to make your own designs.

Getting the children to 'weave paper' and 'print on cloth' will help them to relate to our traditional arts. The children will get a chance to show their creativity.

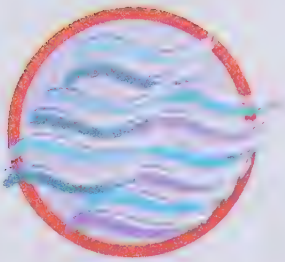
Web of Life

24

Snake

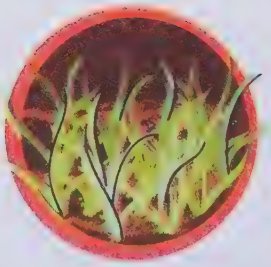
Plants

Squirrel



Water

Sun



Grass

By now, you must have read almost the complete book. You have read about trees, water, houses, animals, vehicles and many other things. You must have thought about them as well. Can you tell, why did we try to know and think about all these things?

Bird

Moon

Cow

Rat

Soil

Air

House

How are we linked to the things shown in the picture?

Come, let us find out –

- First of all, draw your picture in the blank space.

- Now, join your picture with lines to all those things which you feel are needed for you to live.
- Have you joined your picture to the house?
- Let's see, with what other things can we join the house to. Think – What is a house made of?

  - Wood – Which comes from trees.
  - Bricks – Which are made from water and clay.
  - Clay – We get from the soil, and
  - Water – we get it from rivers, ponds, wells or rain.

It must be clear to you with which pictures or words you need to join the house.

In the same way, join all the things with other things related to them. While doing so, you might need to write the names of a few more things.

What have you finally got? A big web! Isn't it?

What can you understand from this web?

Share your web with your friends. Also, have a look at the web made by your friends.

Are they all alike?

Discuss with your friends.

The web made by the children will help them appreciate the interdependence of things in the environment. A discussion on this subject in the class will help them in making the web.

A String of Camels

Pratibha Nath

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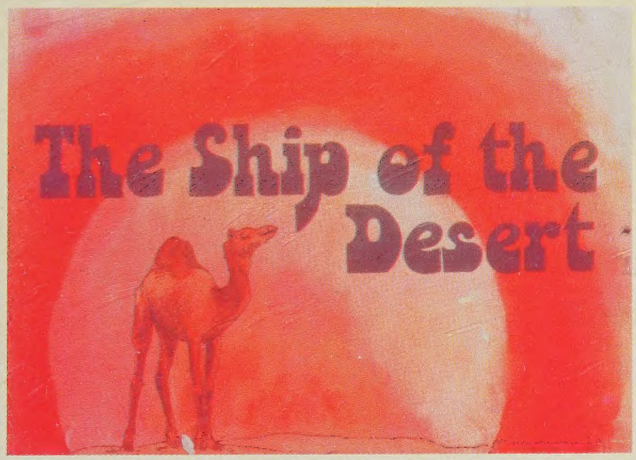

The Ship of the Desert

S.K. Ram

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